

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE MINUTES**

**DATE:** May 8, 2008

<b>DRAFT</b>
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**TIME:** 10:00 AM to 1:00 PM

**LOCATION:** Four Points by Sheraton  
4900 Duckhorn Drive  
Sacramento, CA 95834  
Phone: 916-263-9000

**PRESENT:** Susanne Phillips, RN, MSN, APRN-BC, FNP  
Carmen Morales-Board, MSN, RN, NP  
Andrea Guillen-Dutton, Public Member

**NOT PRESENT:** Elizabeth Diethz, EdD, RN, CS-NP, Chair

**STAFF PRESENT:** Ruth Ann Terry, EO; Louise Bailey, MEd, RN, SNEC; Badrieh Caraway, MS, RN, NEC; Katie Daugherty, MN, RN, NEC; Miyo Minato, MN, RN, NEC; Janette Wackerly, RN, MBA, Louisa Gomez, DeAnn Corrado, Anneli Wong, Licensing; Grace Coarse, LaFrancine Tate, Board Members; Heidi Goodman, AEO.

**Susanne Phillips called the meeting to order at 10:02 AM. Committee members introduced themselves.**

**Meeting was started with a call for Open Forum. No items offered.**

**1.0 APPROVAL OF MARCH 20, 2008 MINUTES.**

**ACTION:** Approve the Minutes of January 17, 2008.

**MSC:** Morales-Board /Phillips. Guillen-Dutton abstained.

**Public input:** None

**2.0 RATIFY MINOR CURRICULUM REVISIONS**

- 2.1 California State University, Sacramento, Baccalaureate Degree Nursing Program
- 2.2 San Francisco State University, Baccalaureate and Entry Level Master's Degree Nursing Programs
- 2.3 University of San Francisco, Entry Level Master's Degree Nursing Program (CNL Track)
- 2.4 College of San Mateo Associate Degree Nursing Program
- 2.5 Maric College Associate Degree Nursing Program
- 2.6 Palomar College Associate Degree Nursing Program

**ACTION:** Ratified Minor Curriculum Revisions.

**MSC:** Morales-Board/Guillen-Dutton

**Public input:** None

### **3.0 CONTINUE/NOT CONTINUE APPROVAL OF NURSING PROGRAM**

#### **3.1 Cuesta College Associate Degree Nursing Program**

**Linda Harris, MSN, RN, is the Interim Director of Nursing. Program represented by Marcia Scott, Asst. Director.**

M. Minato presented this report. M. Minato, NEC, conducted a continuing approval visit on March 11 and 12, 2008 at Cuesta College ADN Program. The program was in compliance with Board rules and regulations. One recommendation was made in CCR Section 1424(d) Resources.

The Cuesta College received four generous grants since the last continuing approval visit in 2003: Chancellor's Enrollment Growth; Chancellor's grants for Faculty Recruitment; WIA Enrollment Growth; and Well Point WIA grant for retention. With these grants, the program admitted 56 students annually starting in 2005. Additionally, about the same time, the department has added other health care programs and the Program Director covers five other allied health programs in addition to the RN Program (LVN, EMS, CNA, Medical Assistant, and Psych-Technician). To provide additional administrative support, Department Chair position was added with 40% faculty release time. The Assistant Director position, also, has 20% release time. Currently, the Asst. Director, also, serves as Department Chair.

The Cuesta College faculty works closely with the community and has a core part-time to develop and implement their Caring curriculum. Although the program has increased full time faculty, their part-time numbers has increased to support the additional enrollment (7FT; 12PT). Another successful addition to their program is the "Clinical Assistant" program, in which the hospital provides a staff RN to act as teaching assistant to the faculty in the clinical area, providing additional supervision and learning opportunities for students. This position serves to recruit RNs for clinical teaching faculty, and students spoke highly of their CTA's (9).

The cornerstone of Cuesta's nursing program is the Caring Curriculum that emphasizes self-care, advocacy and collegiality throughout the curriculum. Students spoke of their faculty as being nurturing, supportive, and listening to them. They described faculty going out of their way and was there to help their learning. Students acknowledged difficult and hard work, tight schedules as learning to manage time for their RN role.

One of the grants awarded to Cuesta College was a grant to implement a comprehensive retention program that includes Retention Specialist position that provides guidance and support for remedial and tutorial needs of students. Their data show that their retention for this year is at about 8% compared to attrition in the 30% rate previously. Cuesta College received three other grants to strengthen and expand their nursing program. With these programs funded by grants, concerns arise as to the sustainability of these programs. A recommendation was made related to evaluating and considering sustaining budget for their successful Retention Specialist program that lowered their attrition rate so significantly. Cuesta College has maintained consistently high NCLEX pass rate at 96 – 97%.

**ACTION: Continue Approval of Cuesta College Associate Degree Nursing Program.**

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**MSC:**

**Guillen-Dutton/ Morales-Board**

**Public input:**

**None**

## **Agenda Item Reordered**

### **4.0 APPROVE/NOT APPROVE MAJOR CURRICULUM REVISION**

#### **4.1 Los Angeles Trade Technical College Associate Degree Nursing Program Rita Weingourt, PhD, RN, is the Program Director; Carolyn Washington and Christine Chandler, faculty members at LATT were in attendance.**

M. Minato presented this report. On April 25, 2007, the program resubmitted a major curriculum proposal responding to the non-compliance findings related to CCR Section 1426(b) at the October 2007 Board's continuing approval visit. This curriculum proposal is based on the Curriculum Model adopted by the LA Community College District nursing programs. LA Valley College has already implemented this curriculum. The faculty at LATT used the curriculum model as their basis and adopted it to fit their philosophy and their conceptual framework.

The program revised the philosophy, conceptual framework, and program terminal objectives (attached) to reflect the new curriculum. Their conceptual framework incorporates the National League of Nursing's Roles of Practice for AD Nursing, which provides the basis for curricular development from simple to complex concepts. The NLN Roles (Professional Behaviors; Communication; Assessment; Clinical Decision Making; Caring Interventions; Teaching and Learning; Collaboration; and Managing Care), Maslow's Needs, and Nursing Process are the major concepts in the curriculum. Communication, Ethics, Culture, Leadership, and Technology are strands that are threaded through all courses. The syllabi show an Integration of case studies and simulation activities into the new curriculum.

Major changes are:

- 16 week Fundamentals course will be two separate 8-week courses: Introduction and Fundamentals.
- Pharmacology is strengthened, offered in 16 weeks, and added clinical component, emphasizing safe medication administration.
- Medical-Surgical courses are offered in each course starting in the second semester and a final preceptor course in the last five weeks of the program.
- Psych-Mental Health is brought to the second semester and presented with Geriatrics/Community based nursing as two eight-week courses.
- Maternal Nursing is in the third semester.
- Pediatric Nursing is offered in the last semester along with Advanced M-S course.

The new curriculum requires 65/66 units, an increase of two units, for Content Required for Licensure. Nursing units are 38 units (20 units Theory, increase of 2 units; 18 units Clinical). Communications (6 units) and Sciences (21/22 units) remain unchanged. Total units required for Graduation is 73/74 units.

**ACTION:**

**Approve Major Curriculum revision for Los Angeles Trade  
Technical College Associate Degree Nursing Program.**

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**MSC:** Phillips/ Morales-Board/Dutton

**Public input:** None

**Back on agenda order**

**3.0 CONTINUE/NOT CONTINUE APPROVAL OF NURSING PROGRAM**

**3.2 Los Angeles Trade Tech College Associate Degree Nursing Program**

**Rita Weingourt, PhD, RN, is the Program Director**

M. Minato presented this report. On May 16, 2007 Miyo Minato, NEC made an interim site visit to LA Trade Tech College (LATT) ADN Program. Pursuant to findings from this visit, a continuing approval visit was scheduled for fall 2007. On October 17 and 18, 2007, a program visit was made. The program was found in non-compliance with Section 1424(b) (1) Evaluation Plan and Section 1426(b) Curriculum. One recommendation was made: Section 1424(d) Resources.

The program submitted a final progress report along with a major curriculum revision proposal to address non-compliances identified at the October visit. The report indicated that a four-member Program Evaluation Committee was formed in November 2007. An addendum to the report was submitted on April 25, 2008, that showed data from implementation of the evaluation plan. Attached is the Evaluation Committee's analysis of some of the data. Addendum report showed a data collection tool that is to track the progress of each student for attrition and NCLEX pass rates. This tool has been in effect since February 2008. This committee has plans to revise their program evaluation tool. December 2008 is the target date to prepare the new tool. The committee is researching the pros and cons of online surveys. Money from the State Chancellor's Grant is allocated for 0.2-position to chair this committee to supervise data collection and analysis activities. An addendum to the final progress report received on April 25 showed that they are implementing the evaluation plan and are planning to add additional review of their program.

Program Director continues to work closely with Dean Barajas with decisions related to program needs. Additionally the program has added six new faculty members. LATT has implemented changes to their admission, passing standards, and comprehensive standardized testing to help identify high-risk students, develop remediation plan, and to improve the NCLEX pass rates.

The final progress report and attachments definitely show progress. The LATT faculty worked to complete a major revision to meet fall 2008 implementation date. NEC met several times with LATT faculty to assist with the curriculum change. The latest packet shows improvement and is in compliance with the Board's requirements. The major curriculum proposal is described in Agenda Item 4.1.

**Phillips reminded LATT faculty that Program must continue to monitor the program and implement their Program Evaluation Plan.**

**ACTION:** Continue Approval of Los Angeles Trade Technical College Associate Degree Nursing Program.

**MSC:** Guillen-Dutton/ Morales-Board

**Public input:** None

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### **3.3 Los Angeles Valley College Associate Degree Nursing Program**

**Mary Cox is the Program Director, since 11/02/ 2004**

B. Caraway presented this report. B. Caraway and M. Bedroni made a continuing approval visit on March 17 –18, 2008 at LA Valley College ADN Program. The program was found to be in compliance with all the Board's rules and regulations. Three areas of recommendations were given: Section 1426(d) Curriculum, Section 1428(a) Student Participation, and Section 1424(i) Use of Non- Faculty (preceptors)

The program underwent several changes such as the course of instruction, faculty involvement, program evaluation, student selection process, student orientation, ongoing student assessment, and effective remediation process. The faculty also maximized their involvement in campus governance and within the department to impact the decision making which effect students learning.

The new nursing curriculum has to be given concurrently in two tracks (Track I and Track II) for three semesters. The new Curriculum is much improved; syllabi contains course and unit competencies that clearly relate to course content both in theory and clinical. Course unit competencies and clinical and didactic learning activities were designed to address the eight core competencies. Achievement of these competencies is measured by the student's satisfactory clinical performance, achievement of a course grade of 75% or higher on standardized ATI testing.

Students' response to the ATI testing was negative, stating that the test content was not covered in the courses taught by faculty. Recommendation was made if faculty continues to utilize ATI testing, then these courses that require ATI testing need to be reviewed to include ATI content, as students have to be tested on subjects previously, or concurrently taught

The program has a preceptor experience in their fourth semester. At the time of the visit, records of preceptors were incomplete and there was no systemic method used to maintain preceptor records. The program needs to review the system to maintain accurate records of preceptors. Students 'responses to the preceptor was positive, stating that it help them to be prepared to assume the RN responsibilities.

The program reported student participation at various committees. However the committee minutes showed sporadic student attendance. Student representatives, when questioned, stated many did not attend the program committee meetings. Because they did not think their voice were heard. The program received the recommendation to develop strategies to increase student participation at the previous visit.

The program identified high attrition rates and identified three notable causes were attributed to the lack of admission criteria, the use of a wait list selection system, and changing to the college-compressed schedule. Effective Spring 2006, the Chancellor's Office Validation Study was instituted as the admission criteria for the nursing program. Additional interventions have been utilized such as the test of Essential Academic Skills (TEAS), Assessment technologies Institute (ATI), and remediation plans.

The program's NCLEX pass rate from 2003-2007, ranged from a low of 72% (2006) to the current high of 85%. While developing the new curriculum, efforts were made to include content of the NCLEX blueprint in each course.

Multiple grants are operational within the department. A new Health Science building is slated for completion in June 2008. An extensive equipment list has been submitted and laboratories.

**ACTION:** Continue Approval of Los Angeles Valley College Associate Degree Nursing Program.  
**MSC:** Morales-Board/Guillen-Dutton  
**Public input:** None

**3.4 Napa Valley College Associate Degree Nursing Program**  
**Margaret M. Craig MSN, RN Associate Dean; Amy LaPan, Dean at Napa Valley College**

J. Wackerly presented this report. An approval visit was conducted on March 3, 4, 5, 2008 by J. Wackerly and K. Daugherty, NECs. The program was found to be in compliance with the Board's rules and regulations. The following recommendations were given: 1424 (f) release time for assistant director; 1424 (b) challenge policy student handbook; 1424 (b) (1) evaluation; pattern-trends, analysis, outcomes; 1424 (d) sufficient administrative resources; 1424 (h) update faculty approval Peds; 1426 (b) NPA scope of practice including standards of competent performance and standardized procedures; 1426 (d) faculty implement NPA professional nursing practices management and leadership first and second year; 1429 (c) 1443.5 standards of competent performance; 2786.6(a) specific policy and procedure for challenging nursing courses.

Fall 2006 Napa Valley College in partnership with Solano Community College nursing programs received a major five-year grant to establish the Center for Nursing Expansion and Innovation (CNEI). The five-year grant funds were awarded by the Chancellor's Office of the Community College system and Workforce Investment Act Funds, as well as Economic Development Funds. Other significant contributors to the nursing program are Napa Valley College Foundation, Napa Valley Vintner's Association, Well Point Nursing Endowment, and matching funds from partner hospitals: Dept Veteran Affairs Yountville, John Muir, Mt Diablo Health Systems, Vallejo and Walnut Creek Kaiser Permanente, North Bay Healthcare, Queen of the Valley hospital, St Helena Hospital, and Sutter-Solano Medical Center.

The major program events, changes, and improvements include the above expanded partnerships, the summer of 2005 renovation of the Health Occupation Division office and classroom space, demanding reporting requirements of the Workforce Investment Board (WIB) and the Chancellors office. The WIB has 14 objectives of the grant including development of new programs that are not part of the regular ADN Program. For example the most demanding objective requires the nursing program faculty to offer NCLEX preparation to at least 30 NCLEX eligible candidates a year. Most of the candidates recruited for this NCLEX project are internationally educated and have major ESL challenges. The WIB Grant includes a counselor to help students succeed. The major benefit of the Grant has been the Wine Country Regional Simulation Center described above. Another grant allowed the program to update the campus basic skills lab and to develop a computer lab; and this grant gave the nursing program additional resources to accept an additional cohort of students. The nursing program is moving to implement the new Chancellors Office Directives to require applicants to be better prepared to succeed when entering an Associate Degree Nursing Program.

**ACTION:** Continue Approval of Napa Valley College Associate Degree Nursing Program.  
**MSC:** Guillen-Dutton / Morales-Board  
**Public input:** None

**3.5 West Hills College, Lemoore, Associate Degree Nursing Program**  
**Nancy Hoff, M.S.N., RN, has served as the program's consultant and interim Director. Charles Freeman has been BRN-approved and appointed Director effective April 7, 2008; Dr. Carole Goldsmith, Workforce Development.**

K. Weinkam presented report. The Board accepted the feasibility study for an ADN program from West Hills College Lemoore (WHCL) on September 15, 2006. The ELC voted to grant initial approval at its January 17, 2008, meeting after a discussion regarding what needed to be in place prior to the admission of students. The program was sent a letter on January 23, 2008, outlining the specific regulations involved and specifying the timeframe during which they were to be addressed. The program appeared at the Board meeting February 22 to give a status report. The program was granted initial approval by the Board at this meeting. Included was the provision that the program develop a timeline for securing clinical facilities and for the hiring of a director, assistant director, and faculty prior to admission of students.

The program updated the Committee today with its faculty/clinical placement plans, including the faculty's full or part-time status.

- To date, the program has submitted approval forms for a director and faculty. Mr. Freeman has been approved as the director.
- Medical/surgical nursing with geriatrics as integrated content and maternity nursing are taught during the first year of the program. The faculty is comprised of two faculty who qualify as Instructors (both in med/surg, one also in geriatrics), six who qualify as Assistant Instructors (none in geriatrics), and five as Clinical Teaching Assistants (only one in geriatrics). There is no Instructor for obstetrics. As Pediatrics in the 2<sup>nd</sup> year, there is time to recruit qualified Peds faculty.

The program has submitted a brochure that reflects that the Learning Labs are optional, that the total nursing program units are 77.5-79.5, and clearly that the total degree units are 80.5-85.5.

Suggestions have been provided to the program to assist in language that will address all component of CCR 1427 related to clinical agreements. Clinical contracts are signed.

If students are admitted to the fall semester 2008, the NEC will conduct interim site visits in spring 2009 and 2010 prior to the first cohort of students completing the second and fourth semesters of the program.

**ACTION:** Continue Approval of West Hills College, Lemoore, Associate Degree Nursing Program. NEC to make interim visit in spring 2009 and 2010 prior to students completing second and fourth semesters of the program.

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**MSC:** **Morales-Board/Guillen-Dutton**  
**Public input:** **None**

**4.0 APPROVE/NOT APPROVE MAJOR CURRICULUM REVISION**

**4.2 San Joaquin Valley College LVN to RN Associate Degree Nursing Program**  
**Janine A. Spencer, Ed.D., is the Director of the Nursing Program and Mary Ann Duncan, M.S.N., who was the Interim Director, is now the program's Assistant Director.**

K. Weinkam presented this report. The Board granted initial approval to San Joaquin Valley College's (SJVC) LVN to RN program at its December 2, 2005, meeting. The program returned to the Board in November 2007 due to the various concerns expressed by students and the length of time that there was no Assistant Director. The Board's action was to grant Continuing Approval in response to the significant efforts made by the program to resolve these issues and the appointment of Dr. Spencer as Assistant Director. Dr. Spencer has now been appointed Director of the program.

The first cohort of students (24) completed the program in October 2007. Their NCLEX pass rate as of 12/31/07 is 86%. The second cohort of students (11) who started the nursing courses in September 2007 will complete the program in August 2008. There are 14 students now enrolled in the third cohort.

SJVC is now requesting approval to offer a two-year associate degree nursing program. This is a response to one employment survey in 2007 that revealed a need for 684 more registered nurses in this geographic area. Another survey indicated that over 1,200 qualified applicants were not able to enroll in existing programs.

If approved, 24 generic students who have completed the prerequisite courses would be enrolled in the first term nursing courses September 9, 2008, and would be expected to complete the program May 9, 2010. The fourth cohort of LVN to RN students (12-15) would also start their program in September with an expected completion date of July 7, 2009.

The program has adapted and adopted components of the California Community College Chancellor's Office ADN Curriculum Model, including courses, while retaining some components of the original LVN to RN program. The prelicensure generic nursing program will consist of 54 semester units in Nursing (30 theory, 24 clinical), 6 units of communication, and 22 units of science for a total of 82 units. The two degree courses of Philosophy (Ethics) and Computer Concepts remain, for a total degree program of 88 semester units.

The program is using a fifteen-week semester, but the class hours are offered over a twenty-week term. The nursing program currently consists of two terms of the communication and science courses and two terms of nursing courses for a total of four such twenty-week terms for the LVN students. In the proposed generic curriculum, students will complete the science and communication courses and then enroll in four terms of nursing courses.

The program plans to continue to provide clinical experiences over the weekend, but is adding some facilities that are only open Monday through Friday. The Family HealthCare Network has been added as a clinical site because it has general practice, women's health, and pediatric clinics at a variety of locations in the central valley.



The program continues its faculty recruitment, and has at least three more potential faculty, all with master's in nursing degrees. The budget will provide for two full-time instructors in medical/surgical nursing with two part-time clinical teaching assistants in medical/surgical nursing and geriatrics; in maternal-child nursing: one part-time instructor, one part-time assistant instructor, and two part-time clinical teaching assistants will provide instruction.

The program has evaluated the impact such an expansion would have at the Visalia campus, and continues to plan the skills lab schedule, the classroom space, and the educational support resources such as the computer lab and library.

**ACTION:** Approve Major Curriculum revision for San Joaquin Valley College LVN-RN Associate Degree Nursing Program to start generic Associate Degree Nursing Program.

**MSC:** Phillips/ Morales-Board/Dutton

**Public input:** None

#### **5.0 GRANT/NOT GRANT INITIAL APPROVAL OF INTERAMERICAN COLLEGE ENTRY LEVEL MASTER'S DEGREE NURSING PROGRAM**

**Dr. Elizabeth Hamel is Interim Program Director; Dr. Mila, Assistant Director, and Dr. Raymundo Marin, President of IAC was in attendance.**

M. Minato presented this report. On February 16, 2007, the BRN accepted a Feasibility Study from InterAmerican College for an Entry Level Master's Nursing Program. The original self-study was submitted in November 2007. Revisions were subsequently submitted in February and April 2008.

C. Mackay, NEC, and M. Minato, NEC, conducted an initial approval visit for the ELM program at IAC on February 15, 2008. The proposed program has one area of noncompliance related to clinical facilities, and two recommendations related to organizational chart and curriculum.

The pre-licensure component of the proposed program runs for three 16-week academic semesters. Concurrent theory and clinical nursing courses are presented in 8 weeks blocks. The pre-licensure curriculum consists of 36 semester units in the art and science of nursing (18 theory and 18 clinical), 6 semester units of communication, and 18 semester units of sciences for a total of 60 semester units required for licensure. After successful completion of these units, a student is eligible to take NCLEX-RN. It will take another 2 years for a full time student to complete the remaining MSN/ NP courses.

Pending approval, the proposed program is positioned to admit 20 students in June 2008. The student population will consist of international educated physicians and others who already have a non-nursing baccalaureate degree. IAC plans to admit 20 students annually.

Four full-time faculty positions have been approved by IAC to support the ELM program: director, assistant director, skills lab coordinator (in year 2 of the program), and one full time faculty member. Part time (PT) faculty will play a critical role in the program. IAC intends to recruit a stable core of PT faculty who will return to teach their specialty for 8 weeks every year. These PT master's prepared faculty will be course lead instructor, lecturer, and clinical

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faculty. This individual will also function as content expert in that area for the program. PT faculty will also be paid to participate in committee meetings.

With respect to student services, the director and faculty plan to do student advising and assist with review of transfer courses. The admissions office, financial aid, library and computer lab are already in place. Computer software programs and library holdings to meet the needs of the ELM students have an annual budget line.

IAC is located in National City in South San Diego County off the 5 Freeway. IAC has sufficient space to support the program. There is room for faculty offices, and 2 dedicated nursing classrooms are equipped with the latest technology. One of the classrooms will be converted into a simulation lab in year 2 of the program. IAC has consulted with Laerdal for its services. IAC has contracted with Job Corps for an off-site skills lab for the first two years of the program. Some of the equipment and supplies have been donated. In addition, IAC has a yearly budget line for disposable supplies and equipment, and students will purchase individual skills lab kits.

The Wellness Foundation provided funding for ELM program planning. This Foundation has also awarded \$200,000 for program implementation. These funds will be used to build the onsite simulation lab. Student tuition is the major source of ongoing funding for the program: \$750 per unit equaling \$18,000 annually. The budget projections for 3 years out based on full student capacity shows a building of reserve funds.

IAC plans to use Sharp Chula Vista as its primary clinical placement for students (medical/surgical nursing and geriatrics). Psychiatric clinical experiences will be at Sharp Mesa Vista, and pediatric nursing at Children's Hospital San Diego. The required BRN Health Facility Verification Form for Sharp Chula Vista has been completed with separate sheet outlining other programs using the facility. Program will primarily use the weekend slots where no other programs are using the facility at that time. Sharp Mesa Vista will be used for Psy-MH; and Peds experiences are planned at Sharp Chula Vista, La Maestra Family Clinic, and San Ysidro Health Center. No written clinical agreements/contracts have been established at this time.

Following BRN approval, the off-site skills lab should also be re-visited prior to program implementation. Site visits related to new programs should be scheduled.

**ACTION:** Grant Initial Approval for InterAmerican College Entry Level Master's Degree Nursing Program. NEC to make a final visit to off-site skills lab prior to program implementation. Interim site visit by NEC to the program one year following the start of first cohort and prior to their graduation.

**MSC:** Morales-Board/Guillen-Dutton

**Public input:** None

**6.0 APPROVE/NOT APPROVE PROPOSED AMENDMENTS TO AND NEW REGULATIONS, Title 16, C.C.R., Division 14, Article 3, §§ 1420 et seq. Schools of Nursing**

**This agenda item was taken off the agenda.**

**7.0 APPROVE/NOT APPROVE CALIFORNIA RN PROGRAM IN PARTNERSHIP WITH OUT OF STATE ONLINE PROGRAM: SAN DIEGO STATE UNIVERSITY BACCALAUREATE DEGREE NURSING PROGRAM IN PARTNERSHIP WITH UNIVERSITY OF OKLAHOMA HEALTH SCIENCE CENTER, ONLINE ACCELERATED BACCALAUREATE DEGREE NURSING PROGRAM**

**Dr. Catherine Todero is nursing program director at San Diego State University (SDSU). Dr. Rhoberta Haley, Clinical Placement Coordinator, SDSU, represented the program. Dr. Cynthia Russel, VP of Nursing Operations, UOHSC and Orbis Education represented the program.**

M. Minato presented this report. An amended Memorandum of Understanding (MOU) between the BRN approved San Diego State University (SDSU) Baccalaureate Nursing Program in partnership with the University of Oklahoma (OU) Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program is being presented for approval. The initial MOU between the two institutions describes the responsibilities of both parties and was approved by the Board on June 8, 2007.

The MOU between the two institutions describes the responsibilities of both parties. Specifically, this MOU stated that SDSU would offer OU's Community Health clinical nursing course to OU's nursing students on a contract education basis. It, also, indicated that Sharp HealthCare will host the clinical experiences, whenever possible. In addition, Sharp HealthCare will provide office space, and access to a Clinical Simulation Center.

Currently, an amended MOU between the two institutions is being submitted to the Board. The purpose of this amended MOU is to expand both the OU clinical courses that may be accessed through SDSU, and to add clinical placements. In the amended MOU, SDSU will offer all four of OU's clinical nursing courses. These clinical courses will take place at Glendale Adventist Medical Center, in Glendale California, whenever possible.

At its April 18, 2008 Board meeting, the BRN deferred approval of the expanded partnership between San Diego State University and the University of Oklahoma (Glendale Site), because of lack of evidence of an acute care pediatric clinical placement. Program representatives asked to be placed on the May 8, 2008 ELC agenda with the intent of submitting a contract for the pediatric clinical placement and the Required BRN Clinical Facility Verification Form prior to the meeting. The program is working to secure the necessary pediatric acute care experiences within the Glendale area for the UOHSC

The amended MOU details the responsibilities of the two academic institutions, as well as other stakeholders, such as Sharp Healthcare and Glendale Adventist Medical Center. The out of state nursing program is held to the same standard as California nursing programs. The following list describes key requirements in the amended MOU.

- 1) Both academic institutions are required to meet all applicable State and Federal laws and regulations, as well as healthcare facility requirements.
- 2) Only qualified students, as described in the MOU, will be placed in clinical facilities that have a current BRN approved contract with SDSU. OU students will successfully complete

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evaluation of clinical skill sets in the clinical nursing laboratory prior to application in the clinical setting.

- 3) OU students will enroll in the OU online nursing theory course concurrent with the clinical course work. The students will be graduates of the OU program, and take the NCLEX as out of state graduates, if they elect to take NCLEX in California.
- 4) The OU students will not displace any existing clinical relationship between a BRN approved nursing program and a clinical facility, as a result of this program.
- 5) The MOU identifies the clinical courses and the instructional model that will be utilized in the clinical area. OU plans to use a traditional instructional model, one faculty for a group of students, in all of the clinical courses with the exception of the preceptorship at the end of the program.
- 6) OU clinical courses using the traditional instructional model are required to establish faculty to student ratios consistent with CCR Section 1424(k), not to exceed a maximum ratio of one faculty per 10 students. OU clinical faculty will have an active, clear, current, California license and hold a master's degree or higher in nursing or related field. Clinical faculty will meet, at a minimum, CCR Section 1425(e).
- 7) The OU preceptorship will meet the California BRN Preceptor Guidelines (9/99). The faculty of record for the OU preceptorship will meet the BRN requirements for instructor (CCR Section 1425(d)). All clinical preceptors used by the program will meet the BRN requirements for assistant instructor (CCR Section 1425(e)).
- 8) OU will provide a Clinical Education Director (CED) in California. The CED will have the same licensing and educational requirements as a clinical faculty member listed above. In addition, this individual will meet the requirements for instructor (CCR Section 1425(d)). The CED's responsibilities are further described in the MOU.
- 9) SDSU will submit reports to the BRN, as required, to monitor the partnership.

While efforts for securing pediatric experiences in Glendale area continues, in the event that clinical placements for the pediatric experience are unavailable, students enrolled in the UOHSC will fulfill the pediatric experiences at Oklahoma University Medical Center, The Children's Hospital. The MOU has been amended to reflect this on Pg 4, G "In the event that clinical placements become unavailable in California for a portion of any clinical nursing course, UOHSC will provide for clinical placement in the state of Oklahoma for all affected students. Prior to admission to the program, students will be notified in writing of the potential requirements to attend classes in Oklahoma and the costs associated with this requirement." A copy of amended MOU, a letter of verification regarding this amendment, and announcement of notice to students were submitted.

**Action:**

**Approve California RN Program In Partnership With Out Of State Online Program: San Diego State University Baccalaureate Degree Nursing Program in Partnership with University of Oklahoma Health Science Center, Online Accelerated Baccalaureate Degree Nursing Program.**

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**MSC:** **Morales-Board/Guillen-Dutton**  
**Public input:** **None**

## **8.0 INFORMATION ONLY**

### **8.1 Information Only: Volunteer Site Visitor Program for Continuing Approval Visits**

M. Minato presented this report. The BRN intends to implement a Volunteer Site Visitor Program for continuing approval visits. This program will provide the opportunity for retired or current nursing program directors to participate in a regularly scheduled full continuing approval visit of a BRN approved pre-licensure nursing program. The BRN's Nursing Education Consultants (NEC) will continue to conduct visits as in the past, and the Volunteer Site Visitors (VSV) will provide assistance.

The goals of the VSV Program include:

- Improvement in the quality and efficiency of continuing approval visits,
- An increase in awareness of the Board's regulations pertaining to nursing programs,
- An increase in sensitivity to the issues that confront nursing education, and
- A better understanding by the NEC and the VSV of the different perspectives that each brings to the continuing approval visit.

Nursing program directors have and will continue to be solicited to participate in the program. To date, a small number of directors have expressed interest in being Volunteer Site Visitors. Criteria will be used to select the VSVs. The criteria include length of time functioning as a program director, and history with the BRN continuing approval process.

The Volunteer Site Visitor program will be implemented in phases. The training session will occur in conjunction with the August 21, 2008 ELC meeting. As well as, the face-to-face session, materials will be posted on the Board's website for reinforcement. The pilot phase will occur in the fall 2008 with a VSV participating in 2 regularly scheduled full continuing approval visits. Full VSV Program implementation will occur in January 2009.

### **8.2 Information Only: 2006-2007 BRN Post-Licensure Nursing Program Report**

M. Minato presented this report. The BRN first surveyed California post-licensure nursing programs in 2004-2005. The 2006-2007 Post-Licensure Nursing Program Report presents analysis of the 2006-2007 data in comparison with data from previous years of the survey.

Since post-licensure nursing programs offer a wide range of degrees, this report is presented in four sections: RN to BSN Programs, MSN Programs, APN Programs and Doctoral Programs. Data items addressed in each program section include the number of nursing programs, enrollments, graduations, and student and faculty census data. A draft copy of the report was distributed at the meeting.

### **8.3 Information Only: NCLEX-RN Pass Rate Update** **This item was taken off agenda. No new report.**

## **9.0 OPEN FORUM – None**

ELC Committee Draft

May 8, 2008

**Meeting adjourned at 11:30 AM.**

Submitted by:

Approved by:

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Miyo Minato, MN, RN  
Nursing Education Consultant

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Susanne Phillips, RN, MSN, APRN-BC, FNP  
Acting Chair

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 2.0**  
**DATE: August 21, 2008**

**ACTION REQUESTED:** Ratify Minor Curriculum Revisions

**REQUESTED BY:** Miyo Minato, MN, RN  
Nursing Education Consultant

**BACKGROUND:**

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 2.1 Western University of Health Sciences, Entry Level Master's Degree Nursing Program
- 2.2 Biola University Baccalaureate Degree Nursing Program
- 2.3 Dominican University of California Baccalaureate Degree Nursing Program
- 2.4 West Coast University Los Angeles Baccalaureate Degree Nursing Program
- 2.5 West Coast University Orange County Baccalaureate Degree Nursing Program
- 2.6 Butte College Associate Degree Nursing Program
- 2.7 Rio Hondo College Associate Degree Nursing Program
- 2.8 San Joaquin Delta College Associate Degree Nursing Program
- 2.9 Unitek College, LVN to RN Associate Degree Nursing Program
- 2.10 Western Career College LVN to RN Associate Degree Nursing Program

A progress report on the following programs by the NECs have been made:

- 2.11 California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program
- 2.12 California State University, Northridge, Accelerated Baccalaureate Degree Nursing Program
- 2.13 University of California, Irvine, Baccalaureate Degree Nursing Program
- 2.14 Citrus College Associate Degree Nursing Program
- 2.15 Mira Costa College LVN to RN Associate Degree Nursing Program

**NEXT STEP:** Place on the Board agenda.

**FISCAL IMPLICATION(S), IF ANY:** None

**PERSON(S) TO CONTACT:** Miyo Minato, MN, RN  
Nursing Education Consultant  
323-890-9950

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: August 21, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
Western University of Health Sciences, Entry Level Master's Degree Nursing Program	B. Caraway, NEC	6/26/08	Program discontinued Nutrition course, CGN 6130, and added CGN 5010 Introduction to Nursing Theory. Units remain the same.
Biola University, Baccalaureate Degree Nursing Program	K. Daugherty, NEC	7/8/08	Officially change the program's name to Biola University Department of Nursing in preparation for eventually seeking approval for a Master's in Nursing program.
Dominican University Baccalaureate Nursing Program	K. Daugherty, NEC	5/6/08	Effective Fall 2008, for the generic BSN option, increase N2150 (3.5 units), Geriatrics Foundations, by a total of 1 unit (.5 unit of theory and .5 unit of clinical). This change increases the total nursing units from 48 to 49; nursing theory will increase from 26 to 26.5 units and nursing clinical will increase from 22 to 22.5 units. CRL will increase from 74-75 units and total degree requirements will increase from 125 to 126 units. Additionally, increase the 30 unit option track to 30 units with students in this track taking a 4 unit Geriatrics Foundation course (N2151) and a 5units instead of 6 units leadership/management course (N4201).
West Coast University (WCU), Los Angeles Campus Baccalaureate Degree and LVN to RN Associate Degree Nursing Programs  West Coast University, Orange County Campus, Baccalaureate Degree and LVN – RN Associate Degree Nursing Programs	M. Minato, NEC	6/26/08	One request was submitted for both programs. WCU programs share a common curriculum despite programs operating independently.  Program reorganized, renamed and renumbered the Family and Community Health courses. The changes affect the transition courses for LVN-RN program (202/212L Maternal Health and 207/217L Child Health). The generic BSN program remains the same and will require 206 and 216L, the Expanding and Developing Family and Community. These changes will be implemented starting Fall 2008 in both campuses. There are no changes to overall units.



**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: August 21, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
Butte College Associate Degree Nursing Program	K. Daugherty, NEC	5/13/08	Effective in Fall 2008 and Spring 2009, expand enrollment in the generic program to a total of 36 instead of 24 and add 14 LVN to RN students, bringing the potential graduating class to 50 each semester. In 2009-2010 admit 48 students to the generic track and 12 LVN to RN students, to achieve a potential graduating class size of 60 each semester. To accommodate program expansion, clinical sections will be added on Fridays and Saturdays day shift. Maternal/child health and mental health rotations will be modified to include intercession weeks in January and June between the regular semesters and on Fridays and Saturdays. Existing clinical agencies have provided letters of support for this program expansion.
Rio Hondo College Associate Degree Nursing Program	B. Caraway, NEC	6/18/08	The program submitted a change to add 1 unit Advance Pharmacology (ADN 250) course, which will focus on medications used for neurological, psychiatric, and medical-surgical conditions. The change involved deletion of 1.5 units from courses: ADN 254 Leadership Management in Nursing 4.5 units ADN 252 Psychiatric / Mental Health Nursing 4 Units. The total hours and units for the classes have not changed.
San Joaquin Delta College Associate Degree Nursing Program	K. Daugherty, NEC	5/13/08	Effective Summer 2008, offer Nursing 5, Mental Health Nursing, as a hybrid online course. Course units and content will be unchanged. Following evaluation of the hybrid format in N5, develop a more detailed plan for integrating online learning into other courses within the curriculum with requisite board approval.
Unitek College LVN-RN Associate Degree Nursing Program	J. Wackerly, NEC	7/8/08	The request is to decrease the number of LVN credited units from 15 units to 11 credited units and adding the 4 units to the Medical-Surgical content of the LVN-RN curricula. The total units for the LVN-RN program will remain the same, 67.5 units.

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: August 21, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
Unitek College LVN-RN Associate Degree Nursing Program			<p>The requested change is to strengthen the LVN to RN student knowledge in medical-surgical nursing and to improve the student success on RN-NCLEX.</p> <p>RNSG 334- Nursing Across the Life Span I changed 3.5 units to 5 units.  RNSG 444 Nursing Across the Life Span II change 3.0 units to 5 units.  RNSG 338 Mental Health Nursing changed from 1.5 units to 2 units.</p>
Western Career College LVN to RN Associate Degree Nursing Program	K. Daugherty, NEC	6/24/08	<p>Re-number the following courses: RN220 to RN221; N200 to RN201, and RN240 to 241. Total CRL and degree units and content remain unchanged. Revise course descriptions for the college catalog as well as course syllabi to reflect course re-numbering and more clearly state the theory and clinical coursework that must be passed in order to take course final exams and progress in the program.</p> <p>In October 2008, deliver the final leadership management course RN 250 as an online hybrid course using E-College system. After careful evaluation of the new online format, implement use of the online hybrid format in the first leadership/management course, RN 200 in February 2009, if effective.</p>

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: August 21, 2008**

SCHOOL NAME	APPROVED BY	DATE APPROVED	PROGRESS REPORT
California State University, Dominguez Hills ELM Program	M. Minato, NEC	5/20/08	<p>Pre-Graduation Visit (First Class) at CSUDH ELM Program was completed. Met with Director and Asst Director, 16 students (6 onsite, 10 via telephone) and Faculty (2 onsite, 5 via telephone).</p> <p>The ELM program started in Fall 2006, and the prelicensure program was initiated in January 2007. This program prepares Clinical Nurse Leaders at the completion of the MSN. The prelicensure content is spread out throughout the entire length of the program culminating with a preceptorship course. Program is five semesters in length. Program admits once a year, initial class admission was 25 students, with current number of students at 23 waiting to complete in May 2008.</p> <p>The Program has both online and onsite components. The program moved the skills lab from the initial Centinela-Freeman to CSUF's lab and will have its own lab on campus in Sp 2009 when renovations are completed. Until that time they will continue to use the lab at CSUF. Students stated that theory on their CNL role is thorough and feel that they know theoretically their role but suggested that implementation of this new CNL role in the clinical areas needs to be strengthened. An example they gave was that staff RNs did not know or understand CNL roles</p> <p>At the time of the visit, there were a total of 16 faculty members, 9 FT, including the Director, and 7 PT faculty. Discussed the role of the Content Expert and involvement of all faculty in curriculum implementation. Next scheduled continuing approval visit will occur in <b><u>Fall 2011</u></b>.</p>
California State University, Northridge, Accelerated BSN program	M. Minato, NEC	5/28/08	<p>M. Minato, NEC, made initial visit to graduating class of their first cohort of students. The program started with a cohort of 19 students in May 2007 with their accelerated BSN program. They will be graduating 18 students when the program completes following the summer session. They have</p>

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: August 21, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
			<p>used an off-site skills lab while their simulation lab is being completed. They have been re-allocated spaces in their building and the newly renovated lab space was near completion at the time of the visit. The program has purchased human simulators, adult, child, and infant, as well as many other models to equip their new lab.</p> <p>Students were pleased with their education provided at CSUN. They reported that when issues or concerns were raised, the faculty responded to their concerns timely and satisfactorily. Reviewed with students licensure application process and clarified questions related to when students could actually take NCLEX.</p>
University of California, Irvine, BSN Program	M. Minato, NEC	5/20/08	<p>One year Visit at UCI BSN program was completed. Met with Director, Faculty, and students. The program started in Fall 2007 and has enrollment of 37 Juniors. This group will graduate in June 2009. There are 39 Sophomores, taking prenursing courses. Plan is to have a cohort of 50 students for Fall 2008. The program uses Student Training Center with standardized patient for their physical assessment courses and Skills Lab/Simulation for other skills. There is a lab staff who coordinates their learning. The building of new Health Science Building is continuing, where there will be a dedicated space for the nursing program. Will visit next year prior to students' graduation.</p>
Citrus College ADN Program	M. Bedroni, SNEC	5/30/08	<p>A visit was done by M. Bedroni. The program was found to be in compliance with the Board's rules and regulations. The program is graduating their first group of students, all LVNs, admitted as advanced placement students. The program will admit 24 generic students fall 2008 and 12 advanced placement students in spring 2009. A detailed report of the visit was filed.</p>

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: August 21, 2008**

<b>SCHOOL NAME</b>	<b>APPROVED BY</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
Mira Costa College LVN-RN ADN Program	M. Minato, NEC	5/22/08	<p>One Year, Pre-Graduation Visit to their LVN-RN ADN Program. Met with Director, Faculty, and students was made.</p> <p>The program started in Fall 2007 with an enrollment of 39 LVNs. There are 31 students completing this program and will be eligible for licensure. The reasons for those who left the program related to academic reasons. They have a cohort of 33 students (reduction of one clinical group) for the Fall 2008 class. The plan is to start a generic ADN program in Fall 2009, with 24 admissions twice a year.</p> <p>The Dean/Director of Nursing Program is responsible for 3 other allied health programs: CNA/HH (48/semester); LVN (24/semester); Surg Tech (20/yr). There are 4 faculty (3 FT; 1 PT) plus the director. There are two persons assigned to the Lab, including the simulation area. They have started to incorporate simulation experiences into the curriculum. The program has arranged to make stream videos available to students to view skills at home. The program uses ATI testing and students have practice at computerized testing.</p>

**BOARD OF REGISTERED NURSING  
Education/Licensing Committee  
Agenda Item Summary**

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**AGENDA ITEM: 3.1**  
**DATE:** August 21, 2008

**ACTION REQUESTED:** Continue/ not continue Approval of Loma Linda University Baccalaureate Degree Nursing Program.

**REQUESTED BY:** Badrieh Caraway, NEC

**BACKGROUND:** Marilyn Herrman, PhD, RN is the Dean and Dynnette Hart, PhD, RN is the Associate Dean, Undergraduate Program since 2006.

A continuing approval visit was conducted on April 16 –17, 2008 at Loma Linda University Baccalaureate Degree Nursing by Badrieh Caraway, NEC, and Maria Bedroni, SNEC. The program found to be in compliance with all the Board rules and regulations. Two recommendations were given: Section 1426(d) Curriculum, and Section 1424(h) Faculty (Development). The program responded to the two recommendations.

During the last five years the program has experienced a number of changes in several areas such as leadership, increased number of faculty and students from 326 in 2003 to 545 in 2007, minor curriculum revisions, and the utilization of Kaplan NCLEX Review Course. The program's NCLEX pass rate from 2003-2007, ranged from a low of 78.57% (2003) to the current high of 100%. Students have the option to sit for NCLEX at the completion of the third year or at the end of the BSN

The program has an extensive library holding and online access from any PC. There is a skill lab with two faculty assigned to assist students and faculty. There are several resources and computers to assist faculty and students. In addition the program has access to the state of the art University Medical Simulation Center (MSC) developed by the school of medicine and utilized by all multidisciplinary team members. A new MSC building is slated for completion in 2009.

The school received a grant from the Foundation to specifically assist students from underrepresented diverse background to complete the nursing program. The Loma Linda University School of Nursing has plenty of resources, excellent clinical placement and long standing history of education.

**NEXT STEP:** Place on Board agenda

**FISCAL IMPLICATION (S), IF ANY:** None

**PERSON (S) TO CONTACT:** Badrieh Caraway, MS, MEd, RN

Nursing Education Consultant  
(909) 579-8720  
**REPORT OF FINDINGS**

**Loma Linda University Baccalaureate Degree Nursing Program**  
**Continuing Approval visit: April 16, & 17 2008**

**RECOMMENDATION (S):**

**Section 1426(d) Curriculum**

Theory and Clinical content needs to be concurrent, therefore faculty needs to review Kaplan tests to ensure that content tested is within the course syllabus content and students are tested on content already reviewed. Review all syllabuses to ensure that clinical requirements are clearly stated for example care plans requirements. Review the needs for such requirements and faculty needs to ensure proper implementation of such requirements.

**Section 1424(h) Faculty development**

Develop criteria to document how faculty remains clinically competent in the areas to which they are assigned.

**CONSULTANT APPROVAL REPORT FOR  
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev...6/04)

Ruth Ann Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080

PROGRAM NAME: Loma Linda University- BSN Program

DATES OF VISIT: April 16 &amp; 17, 2008

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR</b>			
SECTION 1425(b) The registered nurse director of the program shall have: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;  (2) A minimum of one year's experience in an administrative position; (3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs; (4) At least one year's experience as a registered nurse providing direct patient care; or (5) Equivalent experience and/or education as determined by the board.	X		Marilyn Herrmann, PhD, RN appointed Dean of LLU School of Nursing in 2006 PhD in Higher Education- Claremont Grad School University MSN In Community Health Nursing-- LLU (1980) BS in Nursing _ Columbia Union College  Associate Dean –UG Program LLU-7/89 to 12/05  Instructor LLU-1980- 1989  Public Health Nursing – 1996-1968  Dr. Herrmann met all education/ experience requirements
SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.	X		Dynnette Hart, PhD, RN was appointed in 2006 PhD in Maternal /Child Health Education –LLU MSN-LLU NP Pediatrics- UCLA BSN-LLU Instructor _LLU Clinical Experiences In Pediatric Hematology/ Oncology



APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.	X		The Dean / Director is a FT administrative position.
SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.	X		The Associate Dean Assistant Director is a FT administrative position.
<b>SECTION 2: TOTAL PROGRAM EVALUATION</b>			
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Published in Handbook, Catalogue and Bulletin
(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		Written evaluation plan is in place. Required feedback from students, graduates & employers is collected and analyzed by faculty on an ongoing basis. Implementation of the plan directs changes made to the program.
SECTION 1428(b) The program shall have a procedure for resolving student grievances.			Review Committee within School of Nursing (SN). Decision s made by SN may be reviewed through campus grievance process.

[illegible]

# APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		The faculty members work through committees; Research, Curriculum, etc. Changes go to Undergraduate faculty council for review approval, and voted by total faculty, including Part time faculty.
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		<b><u>CONTENT EXPERTS</u></b>  Zelne. Zamora : Medical/ Surgical Jan Nick Obstetrics Karen Ripley Pediatrics Kathy J. French Psych/ Mental Health Cathy Horinouchi Geriatrics
SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of student obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.	X		All preceptors have at least a BSN. Records of preceptors are on file in the office
SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		The associate Dean/Assistant Director is responsible for undergraduate programs (BSN, Accelerated BSN, RN-BSN) and reports to Dean. The lead Instructor as the course Team Leader supervises all Assistant Instructors.
SECTION 1425(d) An instructor shall meet the following requirements: (1) Those set forth in subsections (b)(1) and (b)(4) above; and	X  X		All FT Faculty have a master's degree in nursing & over half have a doctoral degree in nursing or related field.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(2) Completion of at least one year's experience teaching courses related to nursing or a course, which includes practice in teaching nursing.</p> <p>SECTION 1425(e) An assistant instructor shall have:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.</p> <p>SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.</p>	X		
	X		Skills Lab Faculty has a BSN. All PT clinical Instructors have a minimum of a BSN.
	X		No C TA's are utilized in the program.
<b>Section 5: CURRICULUM</b>			
SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.	X		Philosophy found in school of Nursing Handbook & Nursing Student Bulletin (NSHB). Mission and philosophy statements & outcome objectives contain all required elements. Neuman Systems Model is integrated in the curriculum.

# APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Minutes reflect Faculty involvement in planning & implementing the curriculum.
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.			Minor curriculum revision September 13, 2007.
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.	X		Modified Betty Neuman Systems Model 5- step Nursing Process; Wholeness
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:	X		<b><u>Content for Licensure</u></b> = 124 quarter Units Other degree units= 17 QU ASN; 72 QU BSN Students complete content for Licensure at end of Junior year & BSN after 2 quarters more. NCLEX may be taken as either AS or BS graduate.
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.	X		<b><u>Nursing Units</u></b> = 72 QU Theory =42 QU Clinical 30 QU
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.	X		<b><u>Communication</u></b> = 15 QU

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		<b>Sciences</b> = 37QU
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.	X		Curriculum reflects Neuman Model, Nursing Process and provides for concurrent theory & clinical practices across the program. Concepts stated are integrated through all five areas of clinical nursing practice.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.	X		
(1) nursing process;	X		Integrated
(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;	X		Integrated
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X		Psych 226 plus Integrated
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X		NRSG 316 Health Promotion and Integrated
(5) communication skills including principles of verbal, written and group communications;	X		NRSG 217 & Integrated
(6) natural sciences including human anatomy, physiology and microbiology; and	X		NRSG 224 Path physiology & Integrated
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		SOCI 104; PSYC 226; NRSG 314, 315 & Integrated
SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:	X		Theory : 1 Unit= 10 hours per 10 week Quarter Clinical: 1 Unit = 30 hours per 10 week Quarter

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.	X		
<b>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</b>			
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.	X		45- Unit Option meets Board rules & regulations and is published in students' handout and on web-based recruitment information in an effort to attract qualified LVN applicants. There are two LVNs currently in this program





APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	X		LLU is not a community college, but it does have a highly diverse faculty , staff and student body from all over the world
<b>SECTION 6: CLINICAL FACILITIES / CLINICAL EXPERIENCES</b>			
SECTION 1425.1 (b) The registered nurse faculty members shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		All clinical facilities utilized by the LLU are meeting the Board's requirements. The facilities are internally audited on a regular bases.
SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.	X		
SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.	X		
SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.	X		
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:	X		
			The school has followed the BRN regulations for prior approval of clinical sites.
			All clinical sites were quarterly reviewed for relevancy and quality of learning experiences. The students must demonstrate evidence of completion of course/ clinical evaluations in order to take the final exam.
			The clinical agreements (contracts) files are meeting the Board's requirements

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	?		The Dean will annually review P&P that address the roles & responsibilities of agencies, clinical faculty, staff, preceptors, and students in clinical settings.
(2) Provision for orientation of faculty and students;	?		
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;	?		
(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;	X		
(5) Provisions for continuing communication between the facility and the program; and	X		
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) acuity of patient needs; 2) objectives of the learning experience; 3) class level of the students; 4) geographic placement of students; 5) teaching methods; and 6) requirements established by the clinical agency.	X		The ratio is varied between 9 to 10
SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.	X		

# APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 7: STUDENT PARTICIPATION</b>  SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:  (1) Philosophy and objectives; (2) Clinical facilities; (3) Learning experience; and (4) Curriculum, instruction and evaluation of the various aspects of the program.	X     X- X X X		Students were provided a variety of opportunities to participate in the development and evaluation of the program... Such as attending the UG Faculty Council meeting; ASN monthly meetings; and Open Session with Deans. Student leaders participated in the New Student and Family Welcome Orientation at the beginning of Fall, Winter, and Spring Quarters.  Written evaluation of clinical site after each rotation  Written evaluation on each course, instructor at the end of each course and program overall on completion.

## Sections and Related BRN Approval Rules and Regulations

Section	Rules and Regulations
Section 1: Program Director and Assistant Director	Section 1424 (e); 1424(f); 1425(b) 1 – 5; 1425(c);
Section 2: Total Program Evaluation	Section 1424(b); 1424(b)(1); 1428(b)
Section 3: Sufficiency of Resources	1424(d)
Section 4: Program Administration and Faculty Qualifications	Section 1424(g); 1424(h); 1424(j); 1425; 1425(a); 1425(d); 1425(e); 1425(f);

Section 5: Curriculum	Section 1424(a); 1425; 1425.1(a); 1426(a); 1426(b); 1426(c); 1426(d); 1426(e); 1426(f); 1429(a); 1429(b); 1429(c); 2786.6; 2786.6(a); 2786.6(b)
Section 6: Clinical Facilities and Clinical Experiences	Section 1424(i); 1424(k); 1425.1 (b); 1427(a); 1427(b); 1427(c); 1428(c);
Section 7: Student Participation	Section 1428(a)

# NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2008

Loma Linda University - BS

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2003 - 2004</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	6	6	100.00%	2	1	50.00%	1	1	100.00%	1	1	100.00%	10	9	90.00%
<i>2004 - 2005</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	7	6	85.71%	3	3	100.00%	3	1	33.33%	8	5	62.50%	21	15	71.43%
<i>2005 - 2006</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	7	4	57.14%	5	3	60.00%	4	3	75.00%	10	9	90.00%	26	19	73.08%
<i>2006 - 2007</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	8	7	87.50%	4	2	50.00%	4	4	100.00%	5	5	100.00%	21	18	85.71%
<i>2007 - 2008</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	4	1	25.00%	1	1	100.00%	2	2	100.00%	43	37	86.05%	50	41	82.00%

Wednesday, July 16, 2008

Source: NCSBN G1-G6 Reports

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**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 3.2**

**DATE:** August 21, 2008

**ACTION REQUESTED:** Continue/Not Continue Approval of Bakersfield College Associate Degree Nursing Program

**REQUESTED BY:** Miyo Minato, NEC

**BACKGROUND:** Cindy Collier, MSN, RN, is the Executive Director Health Services Programs for Kern Community College District (CCD), which includes Bakersfield, Porterville, and Cerro Coso Colleges.

Katie. Daugherty and Miyo Minato, NEC's, conducted a continuing approval visit on April 22 to 24, 2008 at Bakersfield College ADN Program. The program was in compliance with Board rules and regulations. Four recommendations were made in CCR Sections 1424(d) Resources (Porterville College Campus), 1424(e) Director's Release Time, 1426(d) Curriculum, and 1428(a) Student Participation.

The Bakersfield College (BC) has increased enrollment and added programs since 2003. BC implemented distance education nursing programs at Porterville and Cerro Coso Colleges, adding 50 students per year, and doubled their enrollment at BC, increasing annual admission to 160. Current enrollment of nursing students at the three campuses in Kern CCD is 330 students.

With expansions and many grants supporting different programs throughout the district, there was an organizational change in 2006 to establish a new position in which Cindy Collier was appointed as the Executive Director of Health Services Programs overseeing three campuses that involved a total of eleven allied health programs besides the RN programs (BC – LVN, CNA, EMT-1, EMT-Paramedic, Radiology; Porterville – VN, Psych Tech, EMT; Cerro Coso – VN, CNA, MA).

While acting as the Executive Director of Health Services Programs, Cindy Collier still serves as the ADN Program Director for the entire RN program. There are two Assistant Directors at BC, an Assistant Director at Porterville, and a Coordinator at Cerro Coso, who provide administrative support. However, administrative responsibilities of keeping all programs running take many long hours. There were no problems identified by students or faculty related to administrative or staff resource lack. However, the size of the nursing program necessitates that there be a RN program director dedicated to the ADN program. College Administration had planned to have two separate administrative positions when organizational structure changed and still intends to do so. Dr. Andrews, the College President, gave a firm commitment to addressing this concern.

Faculty number has increased correspondingly to student enrollments. At the time of the visit there were 17 FT and 25 PT faculty. With their distance education program, some of the faculty members were teaching in two campuses. The program had identified needs for the large number of new and PT faculty and had implemented Faculty Mentoring Program as well as the annual faculty retreat to help develop their faculty. Faculty and CTA handbooks were available to assist with their teaching.

Grant funds provided for remodeling of their lab spaces for Simulation Lab and equipment for human simulators. They have added a Simulation Coordinator position to coordinate simulation in all three campuses. Additionally a program to help At Risk Students providing tutorial and referral assistance is in place. Other supports to students include extended lab hours and continued 40 hr Lab staff at BC. Resources and student experiences for learning are similar in all three campuses. Administration gave a firm commitment by the college to continue the programs that have been started by grants when the current grants end.

A new curriculum based on the Chancellor's Curriculum Model was implemented in fall 2007. Students praised the new learning experiences and faculty group is excited about the integration of simulation into their curriculum. Other areas of changes that strengthened their curriculum are the clear identification of level objectives, the revised clinical evaluation tool, and their emphasis on evidence-based practice. There was a discussion with faculty about strengthening the leadership/management component throughout the curriculum with increasing in complexity.

The Bakersfield College works closely with clinical agencies and is responsive in meeting community needs. The community holds high regard for graduates of Bakersfield College, and the Bakersfield College's reputation for excellence in their nursing program was identified as the number one reason that students chose to attend this program.

**NEXT STEPS:**

Place on Board Agenda.

**FINANCIAL IMPLICATIONS, IF ANY:**

None

**PERSON TO CONTACT:**

Miyo Minato, MN, RN, NEC  
(323) 890-9950

## **REPORT OF FINDINGS**

### **BAKERSFIELD COLLEGE ASSOCIATE DEGREE NURSING PROGRAM Continuing Approval Visit: April 22 - 24, 2008**

**NON-COMPLIANCE(S):** None

#### **RECOMMENDATION(S):**

##### **Section 1424(d) Resources (Porterville College Campus)**

Consider extending the hours for Lab Coordinator position at Porterville College to assist students to achieve program objectives.

##### **Section 1424(e) Director's Release Time**

Consider having a separate RN Program Director position that has dedicated release time for administration of the RN program.

##### **Section 1426(d) Curriculum**

- Review the leadership/management strand and strengthen it by early introduction of concepts and clinical experiences and progressive development in complexity throughout the curriculum.
- Consider addition of a transition content/course for advanced placement LVN students.

##### **Section 1428(a) Student Participation**

Strengthen communication with students, particularly for the distance education group, related to available resources, schedules, changes, council meetings, etc.



## EDP-S-08 (Rev...6/04)

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Ruth Ann Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080

PROGRAM NAME: BAKERSFIELD COLLEGE

DATES OF VISIT: April 22 – 24, 2008

## APPROVAL CRITERIA

**WORK COPY**

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR</b>			
SECTION 1425(b) The registered nurse director of the program shall have:	X		Program has Cindy Collier, MSN, RN, Executive Director Health Services Program since 2006. Has been a program director since 2001. She has 100% release time as Executive Director of HS. Has responsibilities for RN programs in BC, Porterville, and Cerro Coso campus and all Allied Health Programs since 2003, Organizational change to Executive Director of the District occurred in 2006.
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X		
(2) A minimum of one year's experience in an administrative position;	↓		
(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;			
(4) At least one year's experience as a registered nurse providing direct patient care; or			
(5) Equivalent experience and/or education as determined by the board.			

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.	X		There are two Assistant Directors. Debra Kennedy MSN, RN, Asst. Director and Ann Michalski, MSN, RN, Asst. Director. They share 100% release time given to Asst. Director position... Ann Michalski is coordinating the distance education program.

## APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.	X		Director has 100% release time for administrative oversight of all nursing programs and allied health programs of 3 campuses: Allied Health Programs are: Bakersfield College: VN/CNA/EMT-1/EMT-Paramedic/Radiology; Porterville College: VN/P-Tech/EMT; Cerro Coso: VN/CNA/MA.
SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.	X		<p><b><u>Recommendation:</u></b> Consider having a separate RN Program Director position that has dedicated release time for administration of the RN program.</p> <p>Kennedy and Michalski share 100% release time for Asst. Director duties. Dept. Chair position that has 70% release time was implemented Spring 2006. This position, however, does not relate to any release time for Nursing Program.</p> <p>Asst. Director at Porterville College has 100% release time and is assigned to the campus. Valerie Lombardi reports to Cindy Collier. There is a coordinator Cerro Coso College, who has 50% release time. All asst. directors report directly to the Executive Director.</p> <p>Significant Events at BC Program since 2003: 2003 Fall Distance Ed at Porterville and Cerro Coso 2005 Admission increased 40 /sem to 80/sem + 10 LVN/yr</p> <ul style="list-style-type: none"> <li>• Implemented selection criteria Pre-req Validation Study.</li> <li>• Expansion and remodel of Nursing Lab, doubled capacity.</li> <li>• Fall – Early ID of at Risk Student Program – ATI, TEAS, and counseling for &lt;70% students.</li> </ul> <p>2006 Spring Reorganized nursing under one District Director;</p> <ul style="list-style-type: none"> <li>• Human Pt Simulation implemented: hired</li> </ul>



## APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<b>SECTION 3: SUFFICIENCY OF RESOURCES</b>  SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.	X		Director reports to VP of Instruction. 100% administrative Duties as Executive Director over all allied health programs in 3 campuses. Assistant Directors (2); AD Porterville – 100% release; Coordinator at Cerro Coso – 50% release FT faculty increased from 10 to 17. 15; PT faculty from 9 to 25. Support staff: FT Adm Assistants: BC – 2; Porterville – 1. Instructional Assistants FT: BC – 1; Porterville – 1. They assist in Skills/Computer Labs, proctoring distance ed classes. Program Manager was hired to implement a program in 2007 to assist At Risk Students with resources to serve all students. Skills/Simulation Lab has been upgraded and renovated. New human simulators purchased. Computer software is available for students use in their computer labs; Internet access available in the Library.  <b><u>Recommendation: (Porterville College Campus)</u></b> Consider extending the hours for Lab Coordinator position at Porterville College to assist students to achieve program objectives.
<b>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS</b>			

# APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1425 A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board.	X		All faculty teaching in the program are approved by the Board.
Faculty members shall possess the following qualifications: SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.	X		
SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Content Experts: MS – D. Kennedy; C. Pence; R. Purcell; C. Gard; OB – L. Folsom; Peds: B Mulder; P-MH – A. Michalski; Geri: D. Kennedy
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Fall 2006 implemented biannual faculty retreat to focus on program evaluation data, best teaching practices, orient/faculty development. Have started the Faculty Mentoring Program for new faculty that joined their department. Faculty work in committees: Nursing Faculty Council; Advisory Council; Curriculum Review Council; Educational Resources Committee; Budget Committee; Total Effectiveness Committee (policies/procedures) r/t College; Admissions and Promotions; Nursing Advisory Board (4 times/yr).
SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		
SECTION 1425(d) An instructor shall meet the following requirements:	X		There are a total of 42 Faculty (FT-17; PT-25); Instructors = 12; Assistant Instructors = 10; CTA=20.

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
(1) Those set forth in subsections (b)(1) and (b)(4) above; and (2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.	X		
	X		
SECTION 1425(e) An assistant instructor shall have: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.	X		
	X		
SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.	X		

## APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<b>Section 5: CURRICULUM</b> SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.	X		Nursing Process is identified as the unifying theme. Major concepts are: Bio-psycho-social-spiritual being; Systems that adapt to external and internal environment; Environment are all factors that affect the being and the development of the individual; Health is dynamic state and affects physical, emotional, intellectual, social, and spiritual well-being; Illness is an abnormal process that diminishes or impairs the function of a person. Individual's health is on a continuum, ranging from high wellness to illness or death. The curriculum uses the CCC's Curriculum Model. Other theories used are Maslow's Needs Student Learning Outcomes are grouped in the roles of Provider of Care, Manager of Care, and Member of the Profession.
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X		Curricular threads are evidenced in all four levels, progress from simple to complex.
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.	X		
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.	X		Syllabi reflect evidence based practice, beginning integration of simulation experiences...



## APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:</p> <p>(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.</p> <p>(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.</p> <p>(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.</p>	X		Nursing program has 71 units for content required for licensure:
	X		Nursing Units: 41 (21.5 units theory; 19.5 units clinical)
	X		English B1A and Communication = 7 units
	X		A total of 23 sciences: Anatomy, Physiology, Microbiology, Sociology or Cultural Anthropology, Gen Psychology, and Chemistry.
<p>SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.</p>	X		<p>New curriculum was implemented Fall 2007. New curriculum reflects current trends and concepts related to nursing practice.</p> <p><b><u>Recommendation:</u></b></p> <ul style="list-style-type: none"> <li>Review the leadership/management strand and strengthen it by early introduction of concepts and clinical experiences and progressive development in complexity throughout the curriculum.</li> <li>Consider addition of a transition content/course for advanced placement LVN students.</li> </ul>
<p>SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.</p> <p>(1) nursing process;</p> <p>(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;</p>	X		

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(3) physical, behavioral and social aspects of human development from birth through all age levels;</p> <p>(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</p> <p>(5) communication skills including principles of verbal, written and group communications;</p> <p>(6) natural sciences including human anatomy, physiology and microbiology; and</p> <p>(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.</p>	X		
SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:			Curriculum is organized in 18 week semester that is delivered in 16 week length.
(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.	X		1 unit theory = 18 hours; delivered in 16 wks, it is 1.10 hrs/wk.
(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.	X		1 unit clinical = 54 hours, delivered in 16 wks, it is 3.3 hrs/wk.

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<b>LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS:</b>			
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		30 Unit option has 29 units: Physiology and Microbiology (9 units); Advanced Medical Surgical units, including leadership, are 14.5; P-MH is 3.5 units; Gerontology is 2.0.
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.	X		
SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.	X		

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.</p>	X			
<p><b>TRANSFERS AND CHALLENGES:</b></p> <p>SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:</p> <p>SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or</p> <p>SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.</p>	<p>X</p> <p>X</p> <p>X</p>		Policies are in place for transfers and challenges.	
<p><b>SECTION 6: CLINICAL FACILITIES / CLINICAL EXPERIENCES</b></p>			Site visit made at Bakersfield Memorial Hospital.	

# APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	X		
SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.	X		
SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.	X		
SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.	X		
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;	X		Contracts reviewed for clinical facilities used by students.

# APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS
<p>(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;</p> <p>(5) Provisions for continuing communication between the facility and the program; and</p> <p>(6) A description of the responsibilities of faculty assigned to the facility utilized by the program</p> <p>(7) A description of the responsibilities of faculty assigned to the facility utilized by the program.</p>			
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <p>1) acuity of patient needs;</p> <p>2) objectives of the learning experience;</p> <p>3) class level of the students;</p> <p>4) geographic placement of students;</p> <p>5) teaching methods; and</p> <p>6) requirements established by the clinical agency.</p>	X		Ratio is usually 1:10.
<p>SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.</p>	X		
<p><b>SECTION 7: STUDENT PARTICIPATION</b></p> <p>SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <p>(1) Philosophy and objectives;</p> <p>(2) Clinical facilities;</p> <p>(3) Learning experience; and</p> <p>(4) Curriculum, instruction and evaluation of the various aspects of the program.</p>	X		<p>Students participate in faculty meetings and provide input regarding their program experience.</p> <p><b><u>Recommendation:</u></b> Strengthen communication with students, particularly for the distance education group, related to available resources, schedules, changes, council meetings, etc.</p>

APPROVAL CRITERIA

APPROVAL CRITERIA	WORK COPY		
	Compliance	Non-Compliance	COMMENTS

**Campuses visited: Bakersfield College; Porterville College**

# NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2008

Bakersfield College

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2003 - 2004</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	26	23	88.46%	8	7	87.50%	24	21	87.50%	8	5	62.50%	66	56	84.85%
<i>2004 - 2005</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	24	14	58.33%	9	4	44.44%	25	20	80.00%	10	9	90.00%	68	47	69.12%
<i>2005 - 2006</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	54	51	94.44%	0	0		37	31	83.78%	14	12	85.71%	105	94	89.52%
<i>2006 - 2007</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	44	42	95.45%	1	1	100.00%	36	34	94.44%	16	14	87.50%	97	91	93.81%
<i>2007 - 2008</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	63	57	90.48%	10	7	70.00%	57	49	85.96%	33	29	87.88%	163	142	87.12%

Wednesday, July 16, 2008

Source: NCSBN G1-G6 Reports

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**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**  
**Mount San Jacinto College, Associate Degree Nursing Program**

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**AGENDA ITEM: 3.3**  
**DATE: August 21, 2008**

**ACTION REQUESTED:**           **Continue/ Not Continue Approval Mount San Jacinto College, Associate Degree Nursing Program.**

**REQUESTED BY:**             Badrieh Caraway, NEC

**BACKGROUND:**             Joyce Johnson, MSN, RN Associate Dean, Nursing & Allied Health Program since 2007.

A continuing approval visit was conducted on May 14 & 15, 2008 at Mount San Jacinto College, Associate Degree Nursing Program by Badrieh Caraway, NEC, and Maria Bedroni, SNEC. The program found to be non-compliance with the Board rules and regulations in the areas of CCR section 1424 (b) (1) Total Program Evaluation Plan; 1424(d) Sufficient resources faculty; 1424(g) Faculty evaluation of all aspect of the program 1424 (e) Director time to administer the program; 1424(h) Lack of content expert for P/MH, and CCR section 1425.1(a) Implementing curriculum content. Four recommendations were made: Section 1424(h) Faculty Role, Section 1425(a) Faculty Responsibilities, and Sections 1428 (a, & c) Student participation. The details are presented in the attached Report of Findings. The program submitted response to the areas of non-compliance.

During the last five years the program has experienced a number of changes in several areas such as leadership, program expansion, increased number of grant funding, which resulted in increasing the number of students from 48 in 2004 to 68 in 2007 & increased number of part time faculty (16 PT & 7FT), expansion of skills lab, and the major curriculum revision.

The interim Associate Dean of Nursing & Allied Health (Nursing program Director) was retired in December 2007. The Dean of Instruction \_Career and Technical Education (CTE) assumed the added leadership accountability for the nursing & allied health programs (CNA, VN, ADN, CMA, ADS, EMT, & GER); this added responsibility was only a short-term doable solution. The vacant Nursing Program Director position resulted in the expressed dissatisfaction & frustration by both faculty and students due to lack of leadership & organization in the current nursing program. The vacant Nursing Program Director position is currently under recruitment.

The program implemented a new curriculum in fall 2007. The revision was strongly suggested by the NEC from the last Board visit in 2003. The program currently has been challenged with implementing the new curriculum and phasing out the old curriculum. Faculty was divided in their contribution in the planning, development, and

implementation of new curriculum and student expressed anxiety/ concerns related to the implementation of the new curriculum.

The new curriculum meets the BRN's regulations; however, it would be enhanced with strengthening the role of the Content Expert to truck content throughout the new curriculum.

The program does not have sufficient supplies, equipment, faculty and physical space to meet the student's learning needs. There is a full time skill lab coordinator with two part time faculty assigned to assist students. The student expressed the gap between the lecture and faculty checking skills lab. The program needs to reevaluate the utilization of the skill lab faculty as students had difficulties with faculty checking skills.

The program's NCLEX pass rate from 2003-2007, ranged from a low of 84.62% (2004) to the current high of 91.8 % in 2007. While developing the new curriculum, efforts were made to implement the "Readiness assessment "testing by ATI. This challenge has brought about the development of the A-Star (Accomplishing Success through Assessment & Remediation) Program. Currently, NCLEX pass rate exceeds the program benchmark of 80%.

Multiple grants are operational within the department. An extensive list has been developed and submitted for the purchase and installation of the needed equipment and supplies in the skills laboratories.

The community holds the Mt San Jacinto College ADN program in high regards, and there are strong support from the community and the newly appointed college administration for the Mount San Jacinto College's nursing program.

**NEXT STEP:** Place on Board agenda

**FISCAL IMPLICATION (S), IF ANY:** None

**PERSON(S) TO CONTACT:** Badrieh Caraway, MS, MEd, RN  
Nursing Education Consultant  
(909) 599-8720

**Mount San Jacinto College  
Associate Degree Nursing Program**

**Report of findings of Continuing  
Approval visit conducted  
May 14, & 15 2008**

**NON-Compliance**

1. **CCR** section 1425.1 (a) Faculty were divided in their contributions in the planning, development, and implementation of new curriculum
2. **CCR** section 1424(b)(1) Total Program Evaluation Plan- Although there is an evaluation plan the program does not systematically implement the total program evaluation i.e. minimal data on student surveys or part-time faculty involvement
3. **CCR** section 1424 (d) Insufficient / Inadequate resources-The program does not have sufficient supplies, equipment, faculty, and physical space. The program needs The program needs to re-evaluate the utilization of skill lab faculty as students had difficulties with faculty checking skills
4. **CCR** section 1424(e) Insufficient director's release time- The nursing program needs a director with sufficient release time to administer the program
5. **CCR** section 1424 (g) Faculty responsibility- There was insufficient evidence of Faculty participation in the planning, development, organization, implementation, and evaluation of all aspects of the program. There is minimal documentation as to how part time faculty and even full time faculty meet the intent of this regulation.
6. **CCR** section 1424(h) the program does not have a content expert in areas of Psychiatric/ Mental Health Nursing. There is minimal evidence of tracking the content throughout the new curriculum by the content experts

**RECOMMENDATION (S):**

1. **CCR** Section 1424(h) Strengthen the role of the Content Expert. The Content Expert must track content throughout the new curriculum.
2. **CCR** Section 1425.1(a)- Each faculty must assume responsibility and accountability for the implementation of curriculum content
3. **CCR** Section 1428 (a) Provide guidelines for student participation i.e. meeting times, incentive etc.
4. **CCR** Section 1428(c). The program must develop tools to evaluate student's progress and performance in clinical areas. The tools should be in accordance to the new curriculum with the revised test, and evaluation forms.



## Mt. San Jacinto Community College District

Menifee Valley Campus  
28237 LaPiedra Road, Menifee, California 92584 (951) 672-MSJC (6752)

**Board of Trustees**  
Eugene V. Kadow  
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July 10, 2008

Badrieh A. Caraway, MS, RN  
Nursing Education Consultant  
Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA 94244-2100

Dear Ms. Caraway:

This letter is in response to the Consultant Approval Report findings and recommendation from the May 14<sup>th</sup> & 15<sup>th</sup> evaluation visit conducted by yourself and Ms. Maria Bedroni. Each of the noncompliant findings and recommendations has a corrective action demonstrating its plan or progress towards compliance status.

I. Noncompliance findings of Section 1424(b) (1)

Although there is an evaluation plan the program does not systematically implement the total program evaluation i.e. minimal data on student surveys or part-time faculty involvement.

Corrective Action:

Part of implementing the evaluation plan, the faculty will (full and part-time) will attend a workshop to discuss the deficiencies of the plan and develop tools to increase data collection on student surveys. The workshop will take place in the fall 2008 and is supported by administration to be conducted as a retreat to strongly encourage all faculty to attend. Incentives as well as communication tools for part-time faculty will be addressed.

II. Noncompliance findings of section 1424(d)

The program does not have sufficient supplies, equipment, faculty and physical space. The program needs to re-evaluate the utilization of skill lab faculty as students have difficulties with faculty checking skills.

Corrective Action:

**Supplies & Equipment** - a meeting was held on June 4, 2008 with the Nursing Resource Lab Coordinator and the Instructional Aide about the ordering, maintaining, and usage of the skills lab supplies. The decision was made to create an inventory list of all available supplies and equipment on the shelves and in the lab. The inventory will be monitored and tracked via thru a web base program and supplies request generated when 25% of the supplies have been consumed. Items that are 'heavy use' will be order request will be generated when 10% of the inventory has been consumed. The Lab Coordinator and Instructional Aide will meet weekly to assess the process. The new inventory tracking method will be hared with all faculty at the Fall 2008 Faculty Department meeting.

**Faculty** – a meeting was held with the lab resource Coordinator, director, asst. director and Dept Chair for the nursing program. Several policies were drafted and will be sent to the skills lab faculty for feedback. The policies included: skills lab check off policy, skills lab instructor evaluation tool, skills lab critical elements list for students check-off, information on how to enhance critical thinking during skills performance and how to effectively engage and teach student during practice of a skill. With feedback from the

lab staff and nursing instructors, a workshop will be conducted to discuss implementation of the new policies and procedures.

Physical Space – the skills lab physical space will no longer be utilized by the Certified Nursing Assistant program. This program has been moved (effective fall 2008) to the San Jacinto Campus. The absence of this program will increase the physical space usage by 30%. In addition, a room within the nursing building has been converted to a skill practice and video viewing area. The room houses an additional six mannequins and six video viewing stations.

### III. Noncompliance findings of Section 1424(e)

The nursing program needs a director with sufficient release time to administer the nursing program.

#### Corrective Action:

The vacant position for Program Director recruitment has closed and interviews are set to take place the end of July 2008. The intent is to fill the vacant position with the start of the Fall 2008 semester (August 14, 2008). The position has 100% release time to carry out the duties of the nursing program as deemed by the BRN regulations. There is also an Assistant Director with 20% release time to assist the director.

### IV. Noncompliance findings of Section 1424(g)

There was insufficient evidence of faculty participation in planning, development, organization, implementation, and evaluation of all aspects of the program. There is minimal documentation as to how part-time faculty and even full time faculty meet the intent of this regulation.

#### Corrective Action:

In fall 2008, the content experts for Medical-Surgical Nursing and Gerontology will meet with all faculty having teaching responsibilities in these areas. All parties will review the integration of the curricular threads, course content, student learning outcomes, exams, and clinical evaluation tool in the first and third semester. A faculty workshop will be held to assist faculty in working with student learning outcomes and the standardization of the college's course outline of records. Spring 2009, the specific content experts for the first, second and third semester course content will review the integration of curricular threads, course content, student learning outcomes, exams and clinical evaluation tools. Fall 2009, the content experts and all faculty will review the same aspects of each course in each semester. Determination will be made how to realign the leveling of the objectives and specific course content.

### V. Noncompliance findings of Section 1424(h)

The program does not have a content expert in the areas of Psychiatric/Mental Health Nursing. There is minimal evidence of tracking the content throughout the new curriculum by the content experts.

#### Corrective Action:

Enclosed is the request for the approval of Ms. Cordilla Cross as the Psychiatric/Mental Health content expert.

### VI. Recommendation of Section 1424(h)

The nursing program needs to strengthen the role of the Content Expert. The Content Expert must track content throughout the new curriculum.

#### Corrective Action:

Content Experts will review each semester, the course content, exams, and clinical objectives for their specific areas. The content expert review will be included in the Master Evaluation Plan and shared with all faculty for implementation and revision of course content.

VII. Noncompliance findings of section 1425.1(a)

Students expressed anxiety/concerns related to the implementation of the new curriculum. Faculty was divided in their contributions in the planning, development, and implementation of new curriculum.

VIII. Recommendation of Section 1425.1(a)

Each faculty must assume responsibility and accountability for the implementation of curriculum contents.

IX. Recommendation of Section 1428(a)

Provide guidelines for student participation i.e. meeting times, incentive, etc.

X. Recommendation of Section 1428(c)

The program must develop tools to evaluate student's progress and performance in clinical areas. The tools should be in accordance to the new curriculum.

Corrective Action for item VII, VIII, IX, X:

On June 5, 2008 a workshop was facilitated by one of the full-time faculty for all faculty. A presentation was conducted on the new curriculum including integration of curricular threads, leveling of course content, and a demonstration of how the universal clinical evaluation tool can be adapted to each of the individual courses utilizing the course student learning outcomes. Effective Fall 2008, all evaluation tools will be standardized and reflect the new curriculum.

Planned for fall 2008 is a faculty retreat with a facilitator to assess faculty, students and staff concerns about the new curriculum and provide strategies to address findings.

On behalf of the entire staff, faculty and students we want to thank-you for the evaluation visit. It is our strong intent and dedication to continue the efforts to address the findings and recommendation and seek full compliance status. I hope you find this documentation satisfactory and support it being presented to the August Board of Registered Nursing Education / Licensing Committee for review.

If you have any questions or need any additional information, please contact me at (951) 639-5439 or [jaohnso@msjc.edu](mailto:jaohnso@msjc.edu)

Sincerely,

Joyce Johnson, RN, MSN  
Dean of Instruction – Career & Technical Education  
Director - RN Program

# NCLEX PASS RATES FIRST TIME CANDIDATES

2003-2008

Mt. San Jacinto College

	<i>JUL-SEP</i>			<i>OCT-DEC</i>			<i>JAN-MAR</i>			<i>APR-JUN</i>			<i>ANNUAL RATE</i>		
<i>2003 - 2004</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	10	9	90.00%	3	2	66.67%	20	20	100.00%	9	8	88.89%	42	39	92.86%
<i>2004 - 2005</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	16	14	87.50%	5	4	80.00%	18	15	83.33%	0	0		39	33	84.62%
<i>2005 - 2006</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	20	18	90.00%	5	4	80.00%	23	20	86.96%	13	11	84.62%	61	53	86.89%
<i>2006 - 2007</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	22	21	95.45%	1	0	0.00%	20	20	100.00%	18	15	83.33%	61	56	91.80%
<i>2007 - 2008</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>	<i>Taken</i>	<i>Passed</i>	<i>Percent</i>
	24	16	66.67%	0	0		31	30	96.77%	19	17	89.47%	74	63	85.14%

Friday, July 25, 2008

Source: NCSBN G1-G6 Reports

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**CONSULTANT APPROVAL REPORT**

EDP-S-05 (Rev. 5/01)

Ruth Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080

PROGRAM NAME: Mount San Jacinto College

DATES OF VISIT: May 14 &amp; 15, 2008

## APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
<b>I. ADMINISTRATION</b>  SECTION 1424(a) There shall be a written statement of philosophy and objectives which serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.  SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.  (1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The faculty developed a new philosophy, conceptual framework, program outcomes, course and unit competencies, clinical evaluation tools, and skills checklist. The new Curriculum was implemented in Fall 2007
	X		
		X	<b>Findings:</b> Although there is an evaluation plan the program does not systematically implement the total program evaluation i.e. minimal data on student surveys or part-time faculty involvement



## APPROVAL CRITERIA

SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		.
		X	<b><u>Findings:</u></b> The program does not have sufficient supplies, equipment, faculty, and physical space The program needs to re-evaluate the utilization of skill lab faculty as students had difficulties with faculty checking skills

## APPROVAL CRITERIA

SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in the administration of the program.

SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
		X	The interim Associate Dean of Nursing & Allied Health (Nursing program Director) retired in December 2007, the duties and responsibilities of the Nursing program Director has fallen under the Dean of Instruction _Career and Technical Education (CTE). The CTE has the leadership accountability for the nursing & allied health programs (CNA, VN, ADN, CMA, ADS, EMT, & GER); this added responsibility was only a short-term doable solution. The vacant Nursing Program Director position is currently under recruitment. The faculty & student expressed dissatisfaction & frustration due to lack of leadership & organization in the current nursing program. <b><u>Findings:</u></b> The nursing program needs a director with sufficient release time to administer the nursing program
	X		The assistant director has 20% release time for administrative duties

## APPROVAL CRITERIA

SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
		X	<b><u>Findings:</u></b> There was insufficient evidence of faculty participation in the planning, development, organization, implementation, and evaluation of all aspects of the program. There is minimal documentation as to how part time faculty and even full time faculty meet the intent of this regulation.
		X	<b><u>Findings:</u></b> <ul style="list-style-type: none"> <li>• The program does not have a content expert in areas of Psychiatric/ Mental Health Nursing.</li> <li>• There is minimal evidence of trucking the content throughout the new curriculum by the content experts.</li> </ul> <b><u>Recommendation:</u></b> The nursing program needs to strengthen the role of the Content Expert. The Content Expert must truck content throughout the new curriculum.
	X		During the visit preceptors' records were updated. .

## APPROVAL CRITERIA

SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- 1) acuity of patient needs;
- 2) objectives of the learning experience;
- 3) class level of the students;
- 4) geographic placement of students;
- 5) teaching methods; and
- 6) requirements established by the clinical agency.

## II. FACULTY QUALIFICATIONS

### SECTION 1425

A program shall report to the board all changes in faculty including changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members shall possess the following qualifications:

SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the board.

SECTION 1425(b) The registered nurse director of the program shall have:

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		Assistant instructors and clinical teaching assistants function under the supervision of lead instructors
	X		The maximum teacher / student ratio in the program is 1/12. The ratio in the first year of the program is 1/8.
	X		
	X		
	X		Joyce Johnson, RN,MSN

## APPROVAL CRITERIA

(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;

(2) A minimum of one year's experience in an administrative position;

(3) A minimum of two year's experience teaching in pre- or post-licensure nursing programs;

(4) At least one year's experience as a registered nurse providing direct patient care; or

(5) Equivalent experience and/or education as determined by the board.

SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the board determines to be equivalent.

SECTION 1425(d) An instructor shall meet the following requirements:

(1) Those set forth in subsections (b)(1) and (b)(4) above; and

(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		
	X		
	X		
	X		
	X		
	X		Carol Wells, RN,MSN
	X		The program has 7 full time faculty that qualify as Instructors
	X		
	X		

## APPROVAL CRITERIA

SECTION 1425(e) An assistant instructor shall have:

- (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;
- (2) At least one year's continuous, full-time experience in direct patient care practice as a registered nurse.

SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.

### III. FACULTY RESPONSIBILITIES

SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

SECTION 1425.1(b) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		The program currently utilizes 16 part time assistant instructors. One Skills Lab Coordinator and eight part-time instructors assist in the skills lab.
	X		
	X		
	X		The Program currently utilizes five clinical teaching assistants.
		X	<b><u>Findings:</u></b> Student expressed anxiety/ concerns related to the implementation of the new curriculum. Faculty were divided in their contributions in the planning, development, and implementation of new curriculum <b><u>Recommendation:</u></b> Each faculty must assume responsibility and accountability for the implementation of curriculum content.
	X		

## APPROVAL CRITERIA

### IV. REQUIRED CURRICULUM; PRIOR APPROVAL

SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the board.

SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Title 16, California Code of Regulations, section 1443.5.

SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		During the visit BRN forms (EDP-P-05 &06) were updated to reflect the program's current unit requirements and content required for licensure.
	X		Unifying theme: is nursing process. The other threads are health states, basic needs, nursing role, communication, safety, pharmacology, growth and development, sociocultural diversity and nutrition.
	X		Total Program units = 76 semester units BRN Content Required for Licensure = 68 semester units.
	X		Art and Science of Nursing = 40 semester units Nursing Theory = 20 semester units Clinical Practice = 20 semester units
	X		Communication Skills = 7 units 4 semester units - English 101 3 semester units - Communication 100-103

## APPROVAL CRITERIA

(3) Related natural, behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.

(1) nursing process;

(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;

(3) physical, behavioral and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of verbal, written and group communications;

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		Sciences 21 semester units 5 semester units - Anatomy 101 5 semester units - Anatomy 102 5 semester units - Biology 125 3-semester units - Sociology 101,102, or 106 3 semester units - Psychology 101
	X		The new curriculum meets the BRN's regulations.
	X		
	X		
	X		
	X		
	X		
	X		



## APPROVAL CRITERIA

(6) natural sciences including human anatomy, physiology and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.

SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

## V. CLINICAL FACILITIES

SECTION 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the board.

SECTION 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities, stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		
	X		
	X		The program has a 17 –week semester.
	X		
	X		
	X		
	X		
	X		

## APPROVAL CRITERIA

SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		During the approval visit the program updated all contractual agreements to meet the BRN's rules & regulations.
	X		
	X		
	X		
	X		
	X		
	X		

## APPROVAL CRITERIA

## VI. STUDENT PARTICIPATION

SECTION 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

- (1) Philosophy and objectives;
- (2) Clinical facilities;
- (3) Learning experience; and
- (4) Curriculum, instruction and evaluation of the various aspects of the program.

SECTION 1428(b) The program shall have a procedure for resolving student grievances.

SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.

CONSULTANT APPROVAL REPORT FOR: Mount San Jacinto College  
DATE OF VISITS: May 14 & 15, 2008 Presented By: Bardies Caraway, MS, Modern

# APPROVAL CRITERIA

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
<b>VII. LICENSED VOCATIONAL NURSES AND OTHER HEALTH CARE WORKERS</b>  SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		LVN applicants meet with the program director or assistant director individually for counseling. Currently no 30 – Unit option student is enrolled in the program
SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.	X		

## APPROVAL CRITERIA

SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

### VIII. TRANSFER AND CHALLENGE

SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<i><b>WORK COPY</b></i> COMMENTS
	X		The program has 29.5 – units in the 30-unit option: N 234                      5 units N 244                      4 units N 232                      3 units N 236                      3 units N 238                      2 units N234                        2.5 units A&P 1&11                6 units Microbiology            4 units
	X		
	X		

## APPROVAL CRITERIA

SECTION 2786.6(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or

SECTION 2786.6(b) Is operated by a community college and discriminates against an applicant for admission to a school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.

EVIDENCE Use Code(s) listed below for location of evidence.	COMP	NON- COMP	<b>WORK COPY</b> COMMENTS
	X		
	X		

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 4.1**  
**DATE: August 21, 2008**

**ACTION REQUESTED:**           **Continue/ not continue Approval of Loma  
Linda University Nurse Practitioner Program**

**REQUESTED BY:**               Maria E Bedroni, EdD

**BACKGROUND:**               Elizabeth Bossett, DNS, MS, RN, Program  
Director

Currently LLU has three active NP options the Adult NP, Family NP and Pediatric NP. The Neonatal NP Option is inactive and was last offered 2006. These options are an integral part of the Masters of Science in Nursing Degree Program. Most of the students are enrolled part time

The units vary from 67-68 quarter units, including 19-20 quarter units in clinical practice depending in the specialty. The first four courses for Adult, Family and Pediatric options include theory and supervised clinical, the final Course is an intensive practicum in which students practice the role of the NP.

The faculty secures clinical placement and clinical preceptors are MDs or NPs. Clinical courses are taught by a team of academic faculty who are NPs with either a Master' or DNS degrees and whom are certified in the appropriate areas Faculty including the Director of the program constantly consul several sources to maintain a curriculum that is current. The curriculum is based on this Board requirements as well as AACN.

The students have plenty of clinical opportunities. Faculty uses several methods of instruction, such as the simulation lab or OSCE. There are plenty of equipment and computers for students use.

All faculty are in current practice. Faculty and students communicate through email, and students utilize a computerized system to keep track of the clinical experiences. They are also required to utilize Blackboard. Two clinical sites were visited.

Two recommendations were given related to maintenance of records and standardized procedures. Faculty responded to the recommendations.

**NEXT STEP:**                       Place on Board agenda

**FISCALIMPLICATION (S), IF ANY:**   None

**PERSON (S) TO CONTACT:**           Maria E Bedroni, SNEC

**REPORT OF FINDINGS**  
**Loma Linda University – NP Program**

**Approval Visit**  
**April 15-16, 2008**

**RECOMMENDATIONS:**

1484(b)(5) Strengthen the system to document clinical experiences preceptor records, preceptor contracts, resumes, and faculty evaluation of student experiences.

SECTION 1484(d)(12)(O) Faculty need to increase content related to standardized procedures throughout all courses. Experiences developing and implementing SPs should be included in every course.



**BOARD OF REGISTERED NURSING  
CONSULTANT APPROVAL REPORT  
NURSE PRACTITIONER PROGRAM**

**PROGRAM:** Loma Linda University Nurse Practitioner Program

**VISIT DATES:** April 15-16, 2008

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS <span style="float: right;">WORK COPY</span>
<p><b>Section 1484. Standards of Education.</b></p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> <p>(1) Have as its primary purpose the preparation of registered nurses who can provide primary health care;</p> <p>(2) Have a clearly defined philosophy available in written form;</p> <p>(3) Have objectives, which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.</p>	X		<p>The purpose of the NP program is to prepare safe and effective NPs who have the knowledge, skills, and abilities in physical diagnosis, psychosocial assessment, and medical management of health-illness needs in primary care. Currently the program has three active options the Adult NP program, Family NP program, and Pediatric NP program. The Neonatal NP program is inactive last offered 2006.</p>
	X		<p>Philosophy of Advanced Nursing Practice is founded in mission statement</p>
	X		<p>There are specific objectives written for the NP program.</p>
<p>SECTION 1484(b) Administration</p> <p>(1) Be conducted in conjunction with one of the following:</p> <p>(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.</p> <p>(B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department.</p>	X		<p>NP programs are an integral part of the Master's of Science Degree Program</p>
	NA		<p>NA</p>
<p>(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.</p>	X		<p>All policies clearly stated in student and university catalogs</p>

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS	WORK COPY
(3) Have written policies for clearly informing applicants of the academic status of the program.	X		Academic status is published throughout different sources	
(4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program.	X		Upon completion of the required courses the student is awarded a Master of Science	
(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.	X		<b>Recommendation:</b> Strengthen the system to document clinical experiences preceptor records, preceptor contracts, resumes, and faculty evaluation of student experiences.	
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X			
SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.	X		All faculty in current practice	
(1) Each faculty person shall demonstrate current competence in the area in which he/she teaches.	X			
(2) The director or co-director of the program shall:	X		Elizabeth Bossett, DNS, MS, RN	
(A) Be a registered nurse;				
(B) Hold a Master's or higher degree in nursing or a related health field from an accredited college or university;	X		1977 – MS LLU 1990 – DNS UCSF	
(C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.	X		1978 to present teaching at LLU graduate courses	

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS	WORK COPY
(3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches.	X		All faculty teaching in the NP program hold at least a Master's degree	
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.	X		Clinical preceptors are MDs or NPs. If students are placed with NPs the current SPs should be in place and must be available to students.	
(5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students.	X		Clinical courses are taught by a team of academic faculty who are NPs, with either Master's or DNS degrees, and who are certified in appropriate areas	
SECTION 1484(d) Curriculum	X		The curriculum is based on the requirements of AACN, BRN, and specialty certifications such as NONPF	
(1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.				
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		All applicants are evaluated for previous education and experience. Specific criteria are followed.	
(3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression.	X			
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.	X		Director and faculty consulted a number of sources to maintain a curriculum that is current.	
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		There are several methods of instruction such as OSCE. Students also use Blackboard for different assignments.	

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		The graduate bulletin and catalog describes each course
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units, [forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		Most of the students enrolled are part-time. The different options have 67-68 quarter units
(8) The course of instruction shall be calculated according to the following formula:	X		Program conforms to the formula as specified
(A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.			
(B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.			
(C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks.			
(9) Supervised clinical practice shall consist of two phases:	X		The first four (4) courses for the Adult, Family and Pediatric NP options include both theory and supervised clinical practice
(A) Concurrent with theory, there shall be provided for the student, demonstration of and supervised practice of correlated skills in the clinical setting with patients.			
(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience and instruction in an appropriate clinical setting.	X		The final course is an intensive clinical practicum in which students practice the full NP role
(C) At least 12 semester units or 18-quarter units of the program shall be in clinical practice.	X		19-20 quarter units in clinical practice depending on specialty

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS	WORK COPY
(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.	X		ANP has 570 clinical hours FNP has 630 clinical hours PNP has 570 clinical hours NNP has 600 clinical hours	
(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.	X		The faculty secures clinical placement	
(12) The curriculum shall include, but is not limited to:				
(A) Normal growth and development			Content integrated throughout courses	
(B) Pathophysiology			Content integrated throughout courses	
(C) Interviewing and communication skills			Content integrated throughout courses	
(D) Eliciting, recording and maintaining a developmental health history			Content integrated throughout courses	
(E) Comprehensive physical examination			Content integrated throughout courses	
(F) Psycho-social assessment			Content integrated throughout courses	
(G) Interpretation of laboratory findings			Content integrated throughout courses	
(H) Evaluation of assessment data to define health and developmental problems			Content integrated throughout courses	
(I) Pharmacology			Content integrated throughout courses	
(J) Nutrition			Content integrated throughout courses	
(K) Disease management			Content integrated throughout courses	
(L) Principles of health maintenance			Content integrated throughout courses	
(M) Assessment of community resources			Content integrated throughout courses	
(N) Initiating and providing emergency treatments			Content integrated throughout courses	

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS	WORK COPY
(O) Nurse practitioner role development			<b>Recommendation:</b> Faculty need to increase content related to standardized procedures throughout all courses. Experiences developing and implementing SPs should be included in every course.	
(P) Legal implications of advanced practice				
(Q) Health care delivery systems	X			
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.	NA			

**BOARD OF REGISTERED NURSING  
Education/Licensing Committee  
Agenda Item Summary**

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**AGENDA ITEM: 5.1**  
**DATE:** August 21, 2008

**ACTION REQUESTED:** Accept/Not accept feasibility study for Charles Drew University Entry Level Master's Degree Nursing Program

**REQUESTED BY:** Maria E. Bedroni, EdD  
Supervising Nursing Education Consultant

**BACKGROUND:**

Mervyn M. Dymally School of Nursing at Charles Drew University is located in the Watts-Willowbrook area of south Central Los Angeles in the heart of the largest urban underserved area in the United States. It is one of the most socially and economically disadvantaged communities in California. It was incorporated as a nonprofit private secular post graduate medical school on August 3, 1966. The postgraduate Medical School became a university in 1987 and is accredited by the Western Association of Schools and Colleges (WASC) in addition to several other accrediting agencies.

In three decades the university has graduated more than 500 physicians, 25,000 physician assistants and many more certified health professionals. From 1989-2006 the university offered a Master of Science in Nurse Midwifery, approved by this Board. This program graduated 109 midwives. The program was discontinued in 2006 due to low enrollment.

Charles Dew University campus has been enriched through the construction of a modern biomedical research center and a mental health facility. Charles Drew University resources includes the Learning Resource Center (LRC), the Center for Community and Preventive Medicine and the International Health Institute. Charles Drew University also has the structure for the new proposed nursing program such as classrooms, library, computers and secretarial support. A new building is also under construction.

The budget identifies funds earmarked for building construction and those that are unrestricted. In addition the university has allocated \$1.300.000 million in the next fiscal year to purchase additional simulation equipment, with approximately \$650.000 going towards equipment for nursing. The university was awarded a \$9.5 million NIH-NCRR grant to lead a translational research network and ranked in the top 7% for the level of funding.

Charles Drew University has secured a number of slots for clinical placement. Several sites were able to provide a variety of evening, weekend shifts without displacing other students. There are several letters of support from clinical agencies. However, the clinical forms do indicate that several of the proposed clinical agencies are currently utilized by other nursing programs.

The program proposed is an Entry Level Masters Nursing Program for students holding a minimum of a Baccalaureate degree in a field other than nursing. Students will attend classes year-round with two 15 weeks semesters (fall and spring) in addition to the condensed 12 weeks summer semester. The total number of units will be 98 pre-requisites and graduate units. There will be 42 units of pre-licensure content (21 unit's theory/21 clinical).

Students graduating from this program will be able to assume a role of a direct provider of care, clinical nurse leader, nursing administration, or nursing faculty. Graduates will sit for NCLEX at the completion of the Masters.

The total proposed enrollment will be 40 students per cohort, starting with spring 2009. After the initial cohort is admitted in spring 2009 the program will move to a fall admission cycle only. The maximum number of students enrolled in this program at any given time will be 80 students.

Upon approval of the feasibility study Charles Drew University will hire a qualified Director and faculty. Charles Drew University has already received several inquiries for faculty positions.

**NEXT STEPS:** Place in Board's agenda

**FINANCIAL IMPLICATIONS, IF ANY:**

**PERSON TO CONTACT:** Maria E. Bedroni, EdD, MN, NP, RN  
(626) 575-7080



**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 5.2**

**DATE:** August 21, 2008

**ACTION REQUESTED:** Approve not approve Advanced Pro Nursing Institute  
Feasibility study for a generic Associate Degree Nursing  
Program.

**REQUESTED BY:** Maria E. Bedroni, EdD, MN, RN, NP  
Supervising Nursing Education Consultant

**BACKGROUND:**

Advanced Pro Nursing Institute is located in Alameda County in the city of Hayward, California. Currently 96 students are enrolled. APNI just had their pinning ceremony for the first class of 24 LVN students. The school also offers a CNA program and a Home Health Aid Program, with plans to start an EMT and Medical Assistant program.

The LVN program was started in July of 2007 and another class began in 2008. APNI is a vocational education institution approved by the Bureau for Private Postsecondary and Vocational Education. This agency is now defunct; however, it is alleged they were told by the Department of Consumers Affairs president of CAPPS that the BRN may consider evaluating this feasibility and accept it pending re-opening of the BPPVE.

The feasibility study is deficient in several areas such as characteristics of the population of Hayward, current and emergent health needs of the area, the need for such a program, there are no clinical area forms. There are no letters of support.

The curriculum is also missing required content, no specific units for theory and clinical and it is unclear as to credit given for previous education. The budget is based on tuition reimbursement, and no other budget description was provided. There is no indication as to resources and expenditures.

APNI plans to offer the proposed program with the first cohort of students next January 2009. They plan to admit 70 students per year. There is no indication as to faculty and other resources.

Last September 3, 2007 a detailed letter was sent to APNI indicating the deficiencies of the feasibility study. APNI resubmitted the corrected version. However, this latest version is very similar to the previous report.

**NEXT STEPS:** Board meeting agenda

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:** Maria E Bedroni, EdD

**BOARD OF REGISTERED NURSING  
Education/Licensing Committee  
Agenda Item Summary**

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**AGENDA ITEM: 5.3**  
**DATE:** August 21, 2008

**ACTION REQUESTED:** Accept/Not Accept feasibility study for Institute of Medical Education, LVN to RN Associate Degree Nursing Program

**REQUESTED BY:** Maria E. Bedroni, EdD  
Supervising Nursing Education Consultant

**BACKGROUND:**

Institute of Medical Education (IME) is an independent vocational institution of higher education, serving the area of Santa Clara County, dedicated to offering programs for adult learners in the fields of Vocational Nursing, MRI Technology, Phlebotomy, Medical Assistants and Physical Therapy. IME offers associate degrees and certification programs. The focus of all programs is vocational education.

IME has accreditation from the BPPVE, BVNPT, the American Registry of MRI Technologist and the Western Association of Schools and Colleges (WASC). IME has graduated more than 1000 students in 2006 in various areas of study. The student population is diverse, ages 20 35 years with 39% coming from under-represented groups. IME currently has an LVN program (since 2005) the NCLEX-VN pass rate for 2006 was 72%.

IME proposal is for an LVN to RN Associate Degree Nursing Program. IME conducted a survey of current students enrolled in the LVN classes who are interested in becoming an RN. The survey indicated that 60% would apply for enrollment if IME had a program.

Classes for this proposed program will be offered in a two story building (25,000 sq. ft.) located in downtown San Jose, which houses approximately 10 classrooms, faculty offices, reception area, student library and skill lab. IME is willing to expand to another building for the proposed program

IME has allocated \$900,000 to begin the program. Additionally \$500,000 has been set aside for additional needs. IME is trying to secure clinical placements and has requested a membership in CCPS to become part of the nursing community in the Bay area.

There are letters of support attached to the feasibility study. The clinical facilities are still unclear as to where the students will be placed. The agencies are

currently utilized by the many other programs in the same area. The projected enrollment will be 20-30 students increasing by 5% per year. IME is planning to graduate 90 students per year.

As submitted the proposed curriculum still does not meet BRN requirements. The latest version of the feasibility study describes courses for degree and advanced placement indicating the total number of units as 63 units. The units remain unclear. There is a statement indicating that 15 units of credit will be given for previous education; however, it is unclear as to how many units of theory and clinical will be given.

The earliest version of the proposed curriculum was for one year or two semesters, each 16 weeks, with apparently 13 units of clinical and 15.5 units of theory. There is a statement that the curriculum framework is Roy's; however, the course descriptions are not based on the Roy's Model. This section of the feasibility study is very confusing as to units, semesters/quarters, courses, content and competencies.

Clinical placement, curriculum including courses and vocational focus, recruitment of qualified faculty and the number of projected enrollment remain areas of concern.

**NEXT STEPS:**

Place in Board's agenda

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:**

Maria E. Bedroni, EdD, MN, NP, RN  
(626) 575-7080

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE  
AGENDA ITEM SUMMARY**

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**AGENDA ITEM: 6.1**  
**DATE:** August 21, 2008

**ACTION REQUESTED:** 6.1 Grant/Not Grant Initial Approval of West Coast University, Inland Empire Campus, Baccalaureate Degree Nursing Program

**REQUESTED BY:** Carol Mackay, MN RN  
Nursing Education Consultant

**BACKGROUND:**

Dr. Dianne Moore, founding Dean of Nursing at West Coast University-LA, is now the Executive Dean of Nursing in the corporate office of West Coast University (WCU). Her responsibilities include new program development for WCU, and she provided the leadership for development of the proposed BSN program at West Coast University-Inland Empire (WCU-IE). Dr. Jo Anne Grunow is the new Dean of Nursing at WCU-IE.

Currently, WCU has two BRN approved BSN programs, one at its Los Angeles campus and the other in Orange County. Both of these programs maintain a heavily subscribed LVN to ASN track of the BSN program.

On June 16, 2008, the BRN accepted a Feasibility Study for a proposed BSN program at WCU-IE. On July 17, 2008, Carol Mackay, NEC, and Miyo Minato, NEC, conducted an initial approval visit for the BSN program at WCU-IE. The proposed program is in compliance with the Board's rules and regulations. Two recommendations were made related to resources and curriculum.

WCU-IE nursing department will have the same curriculum, policies and procedures, evaluation plan etc. as the other WCU campuses. And, like the other campuses WCU-IE will have a separate administrative team, program director, and nursing faculty.

If approved, WCU-IE intends to admit ASN students to the first nursing course in November 2009 (pre-requisites in November 2008). The first BSN student cohort will begin nursing courses in November 2010 (pre-requisites in September 2009). WCU-IE admission plan is to admit 44 ASN students every 10 weeks, and BSN students every 20 weeks.

WCU-IE has hired a dean/director for the nursing program. Pending BRN approval, interviews for the associate dean/ assistant director will be conducted. Nursing faculty will be hired as the program grows. WCU faculty compensation is competitive with the clinical setting, and a comprehensive recruitment plan is in place.

WCU's BSN curriculum reflects AACN's Essentials of Baccalaureate Nursing Education document. The pre-licensure component of the proposed BSN program consists of 46 semester units in the art and science of nursing (28 theory and 18 clinical), 9 units in communication, and 27 units in science for a total of 82 units required for licensure. An additional 43 units are required for the BSN degree, for a total degree requirement of 125 semester units.

Initially, WCU-IE will share a 70,000 square foot two-story building located in Ontario, California near the I-10 and Haven interchange with American Career College (ACC). Space dedicated solely to WCU includes: 5 state-of-the-art classrooms, two science labs, and a skills lab with six beds, 21 faculty pods/cubicles and nursing administration offices. The student common areas and library are shared with ACC. A full complement of student services, such as admissions, financial aid, and computer lab, is available at WCU-IE. The nursing program computer software programs and library holdings are networked to meet the learning needs of nursing students on all WCU campuses. WCU anticipates building a twin building to the existing structure in 2011 for WCU use only.

Recently, the Inland Empire developed a computerized clinical placement system. WCU-IE intends to join this consortium once the proposed nursing program is BRN approved. WCU has numerous clinical contracts in place in the Inland Empire. Based on current utilization of clinical placements, WCU was able to demonstrate availability of clinical placements for the additional WCU students without displacing other nursing programs.

Budget projections were prepared based on full enrollment in the BSN program and the LVN to ADN track. Funds are sufficient to support the new program.

Pursuant to Board approval, site visits will be scheduled at WCU-IE in accord with the BRN initial approval process. Submission of completed course syllabi will also be scheduled.

**NEXT STEPS:** Place on the Board Agenda

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:** Carol Mackay, MN, RN  
Nursing Education Consultant  
760-583-7844

**West Coast University – Inland Empire  
Baccalaureate Degree Nursing Program  
Initial Approval Visit  
July 17, 2008**

**Noncompliance**

None

**Recommendations**

**Section 1424 (d) – Resources**

Hire staff for skills lab during the hours the campus is open to perform duties such as, ordering supplies, setting-up the lab, assisting students with remediation of nursing skills, and assisting students with computers.

**Section 1426 (b) - Curriculum**

Further define the curriculum's unifying themes, and strengthen the integration of these themes throughout the curriculum. Develop weekly unit objectives for the nursing course syllabi.

**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 7.0**  
**DATE: August 21, 2008**

**ACTION REQUESTED:** Approve/Not Approve Proposed Amendments and Additions to Regulations, Title 16, Division 14, Article 3, Schools of Nursing

**REQUESTED BY:** Miyo Minato, MN, RN  
Nursing Education Consultant

**BACKGROUND:**

Staff reviewed and drafted proposed amendments and new regulations to Title 16, Division 14, Article 3, and Schools of Nursing. Significant changes to the Education Regulations involved sections 1421, 1422, and 1423, related to initial prelicensure registered nursing program application and approval requirements. These changes were presented at the last ELC meeting and approved at the April 18<sup>th</sup> Board meeting with the understanding that non-substantive changes may be made without being brought back for Board approval.

On May 13 and May 15, 2008, the Board held public forums in Sacramento and in Los Angeles, respectively, to receive public comments from interested parties on the proposed regulations. The Board received comments from representatives of nursing programs, schools planning to open new nursing programs, hospitals, and nursing organizations at the forum, and numerous emails were sent by program directors of currently approved nursing programs. There were a large number of public comments related to concerns with limited clinical placements for nursing students, including placements for students of new programs, and the impact these additional students would have on the current placement of students from existing nursing programs. A second area of concern that received large number of feedback came from nursing program directors on preceptorship faculty to student ratio. The comment was that the faculty to student ratio of 1:12 was too restrictive. The attached draft of regulations was revised and reflects the public comments received by this Board.

Revisions have been made to section 1421 and attached documents since it was approved in April 2008. Two areas of substantive changes have been made. First the recognized accrediting body was changed from the U.S. Dept of Education to the Council for Higher Education Accreditation (CHEA) for granting associate, baccalaureate, or higher degree. Second, the changes to the definitions 1420(i), Education program, and 1420(p), Prelicensure registered nursing program, require that a prelicensure registered nursing program must be at least a minimum of two years and offer a curriculum, equivalent to or that conforms to section 1426. Therefore, Section 1421 and related documents (Attachments 2, 3, 4) need approval.

The remaining sections of proposed changes and new sections to the Education Regulations are being brought forth to this committee for the approval. Highlights of Proposed Regulatory Changes (Attachment 1) for the revision of Title 16, CCR Sections 1420 to 1430, Schools of Nursing are the following:

- Previously approved revised sections 1421, 1422, and 1423, related to the New Program Approval and Requirements. These changes included:
  - Submission of feasibility study demonstrating need for new program and program's ability to sustain a program;
  - Appointment of Director following acceptance of feasibility study;
  - Submission of self study demonstrating ability to comply with all applicable law and regulations;
  - RN program must be a minimum of two-academic year;
  - Transferability of units for courses taken at the school.
- Section 1420, Definitions, was revised to more clearly define roles and responsibilities of the director, assistant director, and content expert. New terms were added, and terms were updated to reflect current nursing education and practice.
- Changed "accredit" to "approve" throughout these sections.
- New Sections Added:
  - NCLEX Pass Rate Standard: establish and define minimum acceptable first time pass rate at 75%. NECs have been monitoring NCLEX pass rates for programs that had rates of less than 70%. The national and California's pass rates have averaged in the mid 80%. A review of other state board's standard showed that those boards with standards had set the rate in the 80% or standard set to the national mean.
  - Advanced Placement for Previous Health Care Education or Experience: Puts existing policy into regulations. This section is being added to clarify expectations that programs offer options and to have methods of evaluating prior health care related education and experience.
  - Preceptorship: This section clarifies the requirements for preceptorial learning experiences and puts existing policy into regulations.

Attachments included with this report are as follows:

- Attachment 1 - Final draft of the proposed regulatory changes to Title 16, Division 14, Article 3, Schools of Nursing
- Attachment 2 - "Instructions for Institutions Seeking Approval of New Prelicensure Registered Nursing Program (EDP-I-01, 07/08)"
- Attachment 3 - Preparing Self Study for Initial approval of Prelicensure Nursing Program (EDP-I-19, 07/08)
- Attachment 4 - Criteria & Guideline for Self Study (EDP-R-03, Rev. 06/03)
- Attachment 5 - Faculty Qualifications and Changes – Explanation of CCR 1425 (EDP-R-02, Rev 07/08)
- Attachment 6 - Faculty Remediation Guidelines (EDP-R-08, Rev 07/08)

**NEXT STEP:** Place on the Board agenda.

**FISCAL IMPLICATION(S), IF ANY:** None

**PERSON(S) TO CONTACT:** Miyo Minato, NEC  
323-890-9950



**CALIFORNIA CODE OF REGULATIONS**  
**Proposed Regulatory Amendments**  
**Article 3 Schools of Nursing**

**§ 1420. Definitions**

For purposes of this article, the term:

(a) "Affiliated institution" means a non-institution of higher education, such as a hospital, that is approved or is seeking board approval for a nursing program and is affiliated with an institution of higher education pursuant to section 2786 of the code.

~~(a)~~ (b) "Accredited Approved nursing program" means a school, program, department or division of nursing in this state accredited approved under the provisions of Sections 2785 through 2789 of the code and this article.

~~(b)~~ "Administration" means ~~coordinating, directing and participating in all activities involving in developing, implementing and managing a nursing program;~~

(c) "Assistant Director" means a registered nurse administrator or faculty member who meets the requirements of section 1425(c), and is designated by the director to assist in the administration of the program and perform the functions of the director when needed.

~~(c)~~ (d) "Clinically competent" means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the instructor faculty member is assigned.

~~(d)~~ (e) "Clinical practice" means the planned learning experiences designed for students to apply application of nursing knowledge and skills to meet course objectives in a variety of board-approved clinical facilities settings. Clinical practice includes and participation in planned learning experiences provided in various health care agencies as well as nursing skills labs, simulation labs, and computer labs. by students, both of which are designed to meet course objectives;

(f) "Content expert" means an instructor who has the responsibility to review and monitor the program's entire curricular content for the designated specialty areas of medical-surgical, obstetrics, pediatrics, psychiatric-mental health, or geriatric nursing.

~~(f)~~ (g) "Course of instruction" means the minimum education program requirements prescribed by the board for eligibility to take the licensing examination NCLEX-RN.

~~(i)~~ (h) "Director" means the registered nurse faculty member who meets the qualifications of sections 1425(b) and has the authority and responsibility who to administers the program, and who has the authority and responsibility for yearly fiscal planning of its resources. The director is responsible and accountable for coordinating, directing, fiscal planning, and all activities involved in developing, implementing and managing the nursing program.

~~(g)~~ (i) "Education program" means an organized plan of instruction that meets the requirements of section 1426 and that is not less than two academic years or equivalent.

~~(j)~~ "Faculty" means all nurses who teach in a nursing program ~~accredited~~ approved by the board.

~~(k)~~ "Institution of Higher Education" means an educational setting that provides post-secondary or higher education, such as universities, community colleges, liberal arts colleges, technical colleges, and other collegial institutions that grant academic degrees and that is accredited by a regional accrediting body, such as the Western Association of Schools and Colleges (WASC), or an accrediting body recognized by the Council for Higher Education Accreditation (CHEA).

~~(e)~~ (l) "Learning experiences" means those activities planned for students by the faculty, which that are designed to meet the objectives of the required course of instruction, including the basic standards of competent performance in section 1443.5.

~~(l)~~ "Sponsoring hospital" means a hospital which has implemented and is supporting a nursing program;

~~(h)~~ (m) "Nursing process" means the application of scientific, evidence-based knowledge in the identification and treatment of actual or potential patient health problems. The nursing process includes assessment, nursing diagnosis, planning and outcome identification, implementation, and evaluation. problem-solving techniques of assessment, planning, implementing and evaluating a plan of care, which requires technical and scientific knowledge and judgmental and decision-making skills;

~~(k)~~ (n) "Non-faculty/preceptor" means all persons other than faculty members who meet the minimum qualifications of clinical teaching assistant and are selected by the nursing program to teach and/or supervise nursing students in designated clinical areas.

(o) "Preceptor" means an experienced registered nurse, employed by a health care agency, who is assigned to assist and supervise nursing students in an educational experience that is designed and directed by a faculty member and who meets, at a minimum, the requirements for a clinical teaching assistant in section 1425(f).

(p) "Prelicensure registered nursing program" means an institution of higher education or affiliated institution that offers a course of instruction preparing students for entry level registered nurse practice and to take the NCLEX-RN, that is a minimum of two academic years or equivalent of instruction, and that conforms with section 1426.

~~(m)~~ (q) "Year" means an academic year.

#### **§ 1421. Application for Accreditation Approval.**

(a) An educational institution of higher education or affiliated institution or sponsoring hospital seeking accreditation approval of a new prelicensure registered nursing program (program applicant) shall be in the state and shall comply with the requirements specified in the board's document entitled, "Instructions for Institutions

Seeking Approval of a New Prelicensure Registered Nursing Program”, (EDP-I-01Rev 03/08), (“Instructions”), which is hereby incorporated by reference, including:

~~(1) Notify the board in writing of its intent to offer a new program. Upon the notification of such intent, a nursing consultant will be assigned to assist the proposed program with understanding the board’s guidelines for the development of a new program.~~

~~(2) Submit a feasibility study report in accordance with the requirements specified in the board’s “Instructions” guidelines for development of a new program.~~

~~(3) Appoint a director who meets the requirements of Section 1425(b). Such appointments shall be made upon board acceptance of the plan feasibility study for the proposed program.~~

~~(4) After acceptance of the feasibility study by the board, and No later than six (6) months prior to the proposed date for enrollment of students, submit a self-study formal proposal to the board in accordance with the requirements specified in the “Instructions” demonstrating how the program will meet the requirements of Sections 1424 through 1430 of this article and sections 2786.6(a) and (b) of the code.~~

~~(5) Have a representative at specified public meetings of the board or any board committee pursuant to the “Instructions” when the feasibility study and self-study are considered.~~

(b) The board shall consider the feasibility study at public meetings and accept, reject, or defer action on the study to permit the program applicant time to provide additional information to be considered, based upon the following criteria:

(1) Evidence of initial and sustainable budgetary provisions for the proposed program;

(2) Institution of higher education’s accreditation by a regional accrediting body, such as WASC, or an accrediting body recognized by the CHEEA for granting associate, baccalaureate, or higher degree;

(3) For affiliated institutions of higher education, an agreement with an appropriately accredited institution of higher education in the same general location to grant degrees to students completing the nursing program;

(4) Evidence of availability of clinical placements for students of the proposed program;

(5) Plans for administrative and faculty recruitment to staff the proposed program.

~~(b)-(c)~~A representative of t~~The board’s designee shall review the self-study, conduct a site visit survey of the proposed program, and shall submit a written report to the board that contains findings as to whether the application and supporting documentation for the proposed program comply with the requirements set forth in (a)(4).~~

~~(c)~~(d) The board shall consider the designee’s written report at a public meeting at which representatives of the program may appear. and may thereafter grant or deny accreditation approval, or defer action on the application. The board’s decision is based on the proposed program’s compliance with requirements set forth in (a)(4). The board may thereafter grant or deny accreditation and shall notify the program of its decision.

~~(d) A material misrepresentation of fact by a nursing program in any information required to be submitted to the board is grounds for denial or revocation of the program's accreditation.~~

**§ 1422. Certificate of Accreditation Approval.**

(a) A certificate of ~~accreditation~~ approval shall be issued to each nursing program when it is initially ~~accredited~~ approved by the board.

(b) ~~The board shall revoke a nursing program's approval, and the program shall return the A certificate of accreditation approval shall be returned to the board when the program's accreditation has been revoked. under the following conditions:~~

(1) The approved institution of higher education or the institution of higher education with which an affiliated institution is affiliated loses its accreditation and cannot grant degrees; or

(2) The board determines that the nursing program is in non-compliance with the requirements set forth in this article and/or sections 2786 through 2788 of the code.

**§ 1423. Accreditation Approval Requirements**

(a) In order for a program to be ~~accredited~~ approved by the board or to retain its ~~accreditation approval~~, it shall comply with all requirements set forth in this article and in ~~Sections~~ 2786 through 2788 of the code.

(b) A material misrepresentation of fact by a program applicant or an approved nursing program in any information required to be submitted to the board is grounds for denial of approval or revocation of the program's approval.

**§ 1424. Administration and Organization of the Nursing Program.**

(a) There shall be a written statement of philosophy and objectives ~~which that~~ that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(2) The program shall have a procedure for resolving student grievances.

(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology, to achieve the program's objectives.

(e) ~~A~~ Sufficient period of time shall be set aside, by the institution, exclusively for the use of the director and ~~or his or her designee~~ the assistant director in the administration of the program.

(f) The program shall have a ~~registered nurse faculty member~~ board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in the person's absence.

(g) ~~The~~ Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in ~~Section 1426~~ who shall be responsible for the educational program will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.

(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- (1) acuity of patient needs;
- (2) objectives of the learning experience;
- (3) class level of the students;
- (4) geographic placement of students;
- (5) teaching methods; and
- (6) requirements established by the clinical agency.

#### **§ 1425. Faculty—Qualifications and Changes.**

All faculty and the director and assistant director shall be approved by the board pursuant to the Explanation of CCR 1425(EDP-R-02 07/05). A program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board. Faculty members, the director and assistant director, shall possess the following qualifications:

(a) A registered nurse faculty member and the director and assistant director ~~appointed on or after the effective date of these regulations~~ shall hold a valid, clear and active license issued by the board.

(b) The registered nurse director of the program shall have:

(1) A master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;

(2) A minimum of one (1) year's experience in an administrative position as an administrator with validated performance of administrative responsibilities consistent with Section 1420(h);

(3) A minimum of two (2) years' experience teaching in pre- or post-licensure registered nursing programs;

(4) At least one (1) year's continuous, full-time experience, or equivalent, providing direct patient care as a registered nurse providing direct patient care; or

(5) Equivalent experience and/or education as determined by the board.

(c) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above, or such experience as the board determines to be equivalent.

(d) An instructor shall be a registered nurse and shall meet the following requirements:

(1) Those set forth in subsections (b)(1) and ~~(b)(4) above;~~

(2) At least one year's continuous, full-time experience, or equivalent, providing direct patient care as a registered nurse; and

(3) Direct patient care experience as a registered nurse, which includes registered nurse-level clinical teaching experience, in the content/clinical area, within the previous five (5) years;

~~(2) (4)~~ Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.

(e) An assistant instructor shall be a registered nurse and shall have:

(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

(2) At least one (1) year's continuous, full-time experience, or equivalent, providing direct patient care as a registered nurse;

(3) Direct patient care experience as a registered nurse, which includes registered nurse clinical teaching experience, in the content/clinical area, within the previous five (5) years. in direct patient care practice as a registered nurse.

(f) A clinical teaching assistant shall be a registered nurse and shall have had at least one (1) year's continuous, full-time experience, within the previous five years (5), as a registered nurse providing direct patient care.

(g) A content expert shall be an instructor and shall have:

(1) a master's degree in the designated area of specialty; or

(2) a master's degree that is not in the designated specialty area and shall:

(A) have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated specialty

area; or have national certification in the designated specialty area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and

(B) have a minimum of two hundred forty (240) hours of clinical experience within the last three (3) years in the designated specialty area; or have a minimum of one (1) academic year of clinical teaching experience in the designated specialty area within the last five (5) years.

### **§ 1425.1 Faculty Responsibilities.**

(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.

~~(b)~~ (c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.

(d) Each faculty member shall demonstrate current competence in the area in which he or she teaches. FACULTY REMEDIATION GUIDELINES, EDP-R-08 REV 08/05, are hereby incorporated by reference.

### **§ 1426 Required Curriculum; Prior Approval.**

(a) The curriculum of a nursing program shall be that set forth in this section. A program's revised curriculum shall ~~not be implemented or revised until it has been~~ approved by the board prior to its implementation.

(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Section 1443.5.

(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:

(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.

(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.

(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical-surgical, maternal/child, mental health, psychiatric nursing, and geriatrics. Instructional outcomes will focus on delivering patient-centered care, practicing evidence-based practice, working as part of interdisciplinary teams, focusing on quality improvement, and using information technology. Instructional contents shall include, be

~~given in~~, but ~~is~~ not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, and nursing leadership and management.

(e) The following shall be integrated throughout the entire nursing curriculum.

(1) nursing process;

(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;

(3) physical, behavioral, and social aspects of human development from birth through all age levels;

(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;

(5) communication skills including principles of verbal, written and group communications;

(6) natural sciences, including human anatomy, physiology, and microbiology; and

(7) related behavioral and social sciences with emphasis on societal and cultural patterns,

human development, and behavior relevant to health-illness.

(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.

~~(f)~~ (g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.

(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.

### **§ 1426.1 Preceptorship**

A preceptorship that meet the following criteria may be included in the curriculum:

(a) Be approved by the board;

(b) Provide students with a faculty planned and supervised, registered nursing experience that is comparable to an entry-level registered nurse position;

(c) The faculty shall have written policies for the preceptorship course that are kept on file by the nursing program and that includes, but is not limited to the following:

(1) the responsibilities of preceptors;

(2) the names of all current preceptors, their active and clear California registered nurse licenses, and dates of preceptorships;

(3) the written plan for the preceptorship which includes:

(A) the selection process and criteria for preceptors;

(B) respective roles of the faculty member, preceptor, and student;

(C) the orientation program;



(D) frequency and method of faculty/preceptor/student contact during the preceptorship;

(E) communication plan; and

(F) plan specifying the preceptor's responsibility for evaluating the student in collaboration with the faculty;

(d) The program shall conduct ongoing evaluations regarding the continued use of preceptors;

(e) There shall be an orientation program for preceptors that includes, but is not limited to: (1) describing the purpose of the preceptor program;

(2) defining faculty, preceptor, and student responsibilities;

(3) faculty availability during preceptorial learning activities; and

(4) communication plan during the preceptorship;

(f) A faculty member shall be available to the preceptor and student during the entire time the student is involved in the preceptorial learning activity;

(g) The faculty/student ratio in the preceptor program shall be based on the following:

(1) student/preceptor needs;

(2) faculty's ability to effectively supervise;

(3) students' assigned precepted area;

(4) agency/facility requirements;

(h) The faculty shall be responsible for the ongoing and final evaluations of the student with input from the preceptor and shall conduct periodic onsite meetings/conferences;

(i) The student shall be enrolled in the course in which the preceptorial learning activities occur and shall not be compensated by the practice setting during this time;

(j) Preceptors shall meet the requirements specified in 1420(o), have an active, clear California registered nurse license, and have been employed by the health care agency for a minimum of one year;

(k) The preceptor shall be present and available on the patient care unit during all the time the student is rendering nursing services;

(l) There shall be a relief preceptor similarly qualified who is scheduled on the primary preceptor's days off to ensure program's continuity, and there should be no more than one relief preceptor per student; and

(m) All registered nurses in the preceptor role must complete the preceptor orientation program prior to serving as a preceptor.

Authority cited: Sections 2686.6, 2685, to-2788, Business and Professions Code.

## **§ 1427 Clinical Facilities.**

(a) A nursing program shall not utilize any agencies and/or ~~community~~ facilities for clinical experience without prior approval by the board. Each program must submit

evidence that it has complied with the requirements of subdivisions (b), ~~and (c), and (d)~~ of this section and the policies outlined by the board.

(b) A program ~~which~~ that utilizes agencies and/or ~~community~~ facilities for clinical experience shall maintain written objectives for student learning in such facilities, ~~stated in measurable performance terms~~, and shall assign students only to facilities ~~which~~ that can provide the experience necessary to meet those objectives.

(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;

(2) Provision for orientation of faculty and students;

(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;

(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients;

(5) Provisions for continuing communication between the facility and the program; and

(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

(d) In selecting a new clinical facility for student placement, the new program shall take into consideration the impact of a new group of students on registered nurse students in other prelicensure programs currently utilizing the facility, if any.

## **§ 1428 Student Participation.**

(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

(1) Philosophy and objectives;

~~(1) Clinical facilities;~~

~~(3)~~ (2) Learning experience; and

~~(4)~~ (3) Curriculum, instruction and evaluation of the various aspects of the program, including clinical facilities.

~~(b) The program shall have a procedure for resolving student grievances.~~

~~(c) Tools used to evaluate progress, and performance and clinical learning experiences that are shall be and stated in measurable terms directly related to course objectives.~~

## **§ 1428.6 Policies Relating to Establishing Eligibility for Examination.**

(a) At least ~~two~~ four ~~(4)~~ weeks prior to its established graduation date, the nursing program shall submit to the board a roster of names of those students and their expected date to successfully complete required course work. Except as provided below such a student shall be deemed eligible to take the examination after the date on which the student successfully completed the required course work.

(b) The nursing program shall notify the board immediately by telephone, ~~or~~ facsimile, or e-mail of any student who fails to maintain eligibility and such individuals shall be deemed ineligible to take the examination.

**§ 1429 Licensed Vocational Nurses, Thirty (30) Semester or Forty-Five (45) Quarter Unit Option**

(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology, with lab, comparable to such courses required for licensure as a registered nurse.

(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.

(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.

Nursing courses shall be taken in an ~~accredited~~ approved school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.

**§ 1430 Advanced Placement.**

There shall be a process by which applicants shall obtain credit in the nursing program for prior education or experience through equivalence, challenge examinations, or other methods of evaluation. This process shall:

(a) Be available to applicants and the public in published documents and/or accessible online.

(b) Identify the advanced placement options for students holding a license or certificate in the field of health care.

(c) Identify procedures for transfer students who have successfully completed courses in professional nursing education.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2736, 2786.6, Business and Professions Code.

**§1431 NCLEX-RN Pass Rate Standard.**

The nursing program shall maintain a minimum pass rate of seventy-five percent (75%) for first time National Council of Licensing Examination (NCLEX-RN) candidates.

(a) A program having a pass rate below seventy-five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. The report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.

(b) A board-approval visit will be conducted if a program has a pass rate below seventy-five percent (75%) for first time candidates for two (2) consecutive years.

(c) The board may place a program on warning status with intent to revoke the program's approval or may revoke approval if a program fails to maintain the minimum pass rate.

Authority cited: Sections 2786.6 and 2788, Business and Professions Code.

**§1430 1432 Change of Name or Address.**

Each school holding a certificate of ~~accreditation~~ approval shall file its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or address within thirty (30) days after such change. It shall give both the old and the new name or address.



STATE

**BOARD OF REGISTERED NURSING**

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Ruth Ann Terry, MPH, RN, Executive Officer



**DRAFT Rev 07/016/08**

**INSTRUCTIONS FOR INSTITUTIONS SEEKING APPROVAL OF NEW  
PRELICENSURE REGISTERED NURSING PROGRAM  
(Business and Professions Code Section 2786;  
California Code of Regulations Sections 1421, 1422, and 1423)**

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**PURPOSE**

The Instructions specify the requirements and process for an institution of higher education or affiliated institution seeking approval of a new prelicensure registered nursing program (program applicant) pursuant to Business and Professions Code (B&PC) section 2786. The document is incorporated by reference in California Code of Regulations (CCR) section 1421.

**STEPS IN THE APPROVAL PROCESS**

In accordance with B&PC section 2786(a), the program applicant may apply for Board approval of a new prelicensure registered nursing program. Affiliated institutions must make an agreement with an institution of higher education in the same general location to grant degrees to students who complete the registered nursing program. Such written agreement must be made prior to seeking approval from the Board. A copy of this agreement must be submitted with the feasibility study, described in Step 2.

The institution of higher education offering the program or the institution of higher education granting the degree for the new affiliated institution must be accredited by a regional accrediting body, such as the Western Association of Schools and Colleges (WASC), or an accrediting body recognized by the Council for Higher Education Accreditation (CHEA) for granting associate, baccalaureate, or higher degree.

**STEP 1 – Submit a Letter of Intent:**

Submit a letter of intent to the Board of Registered Nursing (BRN) at least one year in advance of the anticipated date for admission of students. The letter must specify the name of the institution seeking approval; contact person; type of nursing program, e.g., associate degree, baccalaureate degree, entry-level master's, etc., and its location; and proposed start date. The letter is to be addressed to:

Executive Officer  
Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA 94244-2100

The Board will acknowledge receipt of the letter of intent.

## **STEP 2 –Submit Feasibility Study**

Submit a feasibility study to the BRN documenting the need for the program and the program applicant's ability to develop, implement, and sustain a viable prelicensure registered nursing program. The feasibility study shall include the following:

- a) Description of the institution and the institution's experience providing nursing or other health-related educational programs.
- b) Geographic area (community) served by the institution and a description of the community and its population.
- c) Description of the type of program being proposed (e.g., associate, baccalaureate, entry-level master's, etc.), the intended start date, projected size of the first class and enrollment projection for the first five years, and method for determining the projected enrollment.
- d) Information on the applicant pool and sustainability of enrollment for the proposed new prelicensure registered nursing program. Include data on existing nursing programs preparing students for licensure (vocational, associate, baccalaureate or entry level master's) within a 50 mile radius and a statement on plans for promoting the proposed program.
- e) Description of proposed provisions for required subject matter and support areas, including faculty and resources. (Consult CCR section 1426, Required Curriculum, for required subject matter.) Support areas include such items as the library, skills learning lab, and tutorial and counseling services.
- f) Budget projection that demonstrates initial and sustainable budgetary provisions for a full enrollment of the initial cohort. The projected budget demonstrates building of reserves to sustain the proposed program.
- g) Evidence of availability of clinical placements for students of the proposed program. Include a list of the clinical facilities that may be utilized for learning experiences and a description of any plans for future addition or expansion of health facilities. Provide a completed "Facility Verification Form" (EDP-I-01) for each health care facility that has agreed to provide clinical placement for students of the proposed program. When available, verification shall include the accommodations specifying shift and days.

**Note:** Clinical placements of the new program must take into consideration the impact on the use of the clinical facility by existing prelicensure registered nursing programs and must be coordinated with any process for clinical placement, such as consortium for regional planning.

## **STEP 3 – Review of Feasibility Study**

Upon submission of the feasibility study, a BRN staff member will review the study, and will work with the planners of the proposed nursing program to clarify issues and resolve any deficiencies. Close communication with BRN staff must be maintained during this time period. The process for initial review usually takes three to four weeks.

## **STEP 4 –Education/Licensing Committee Recommendation on the Feasibility Study**

When the feasibility study is deemed complete, it will be submitted to the Board's Education/Licensing Committee (ELC) for discussion and action at a regularly scheduled meeting. (The meeting is open to the public, and there are opportunities for public comment.) The BRN will notify the program applicant of the ELC meeting dates at which the Committee will discuss and take action on the feasibility study. A representative of the program must be present at the ELC meeting to respond to any questions from the Committee regarding the feasibility study. The ELC will recommend to the Board the acceptance or non-acceptance of the feasibility study, or may defer action on the study to permit the institution time to provide additional information at a subsequent ELC meeting. The ELC considers the following criteria in determining its recommendation to the Board:

- 1) Evidence of initial and sustainable budgetary provisions for the proposed program.
- 2) Institution of higher education's accreditation by a regional accrediting body, such as WASC, or an accrediting body recognized by the Council of Higher Education Accreditation for granting associate, baccalaureate, or higher degree.
- 3) For affiliated institutions, the agreement with an appropriately accredited institution of higher education in the same general location to grant degrees to students completing the nursing program.
- 4) Evidence of availability of clinical placements for students of the proposed program.
- 5) Plans for administrative and faculty recruitment to staff the proposed program.

#### **STEP 5 - Board Action on the Feasibility Study**

The ELC's recommendation on the feasibility study will be submitted for Board discussion and action at a regularly scheduled Board meeting. (The Board meeting is also open to the public, with opportunities for public comment.) The Board may accept or not accept the study, or may defer action on the study to provide the program applicant with an opportunity to provide additional information. The Board considers the criteria specified in Step 4 in rendering its decision.

#### **STEP 6 - Appointment of Program Director**

Upon acceptance of the feasibility study, the program applicant shall appoint a director who meets the requirements of CCR section 1425(b).

#### **STEP 7 - Self-Study Report and Site Visit**

Upon Board acceptance of the feasibility study, a BRN Nursing Education Consultant (NEC) will be assigned as the BRN liaison for the proposed program. The program director will have responsibility for preparing the self-study for the proposed program, and coordinating the site-visit.

At least six (6) months prior to the projected date of student enrollment, the program applicant must submit to the NEC a self-study that describes how the proposed program plans to comply with all BRN school of nursing-related rules and regulations. The attached

*Preparing The Self-Study Report For Approval of Initial Prelicensure Nursing Program* (EDP-I-19 Rev 07/04) and *Criteria and Guidelines for Self-Study* (EDP-R-03 Rev06/03) must be used to compile the self-study.

The NEC will review the report and notify the program director of any deficiencies, issues, or concerns with the self-study. Once the NEC has verified the self-study satisfactorily addresses the applicable rules and regulations, the NEC will schedule an on-site visit. The NEC will visit selected clinical sites the program plans to use as part of the on-site visit. Clinical site visits may be deferred depending on the start date of the proposed program. The NEC will complete a written report of findings.

### **STEP 8 – ELC and Board Actions related to Approval of the Proposed Program**

The NEC's written report is submitted to the Board's ELC for discussion and action at a regularly scheduled Committee meeting. The Committee may recommend that the Board grant or deny approval, or may defer action on the initial program approval to provide the program applicant a specified time period to resolve any problems and to resubmitted to the ELC. A representative of the proposed program must be present at the ELC meeting(s) to respond to any questions from the Committee.

The Board will take action at a regularly scheduled meeting following the ELC meeting. Representatives of the proposed program are encouraged to be present at the Board meeting(s) to respond to any questions. The action the Board may take includes the following:

- 1) Grant initial approval;
- 2) Deny approval;
- 3) Defer action on the approval to permit the program applicant a specified time period to resolve area(s) of non-compliance. After resolution of the area(s) of non-compliance, the proposed program must be submitted for Board action at another regularly scheduled meeting.

Any material misrepresentation of fact by the program applicant in any required information is grounds for denial of initial approval.

### **STEP 9 - Certificate of Approval**

A certificate of approval will be issued by the BRN once the Board grants initial approval.





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**Ruth Ann Terry, MPH, RN, Executive Officer**

### **FACILITY VERIFICATION FORM**

The nursing program must verify that clinical facilities offer necessary learning experiences to meet course/clinical objectives. The facility validates that clinical spaces for new students are available and impact on existing clinical placements of nursing programs was reviewed.

Name of the School:	Name of Director/Designee:
	Telephone Number:
Name of health care facility:	Name of Director of Nursing/Designee:
Type of health care facility (Acute, OPD, SNF, etc.)	Telephone Number:
Average Daily Census for the agency:	Address of Facility:

	Medical-Surgical	Obstetrics	Pediatrics	Psych – Mental Health	Geriatrics
Type of units where students can be placed in the health care facility (Place X in the column)					
Average daily census for each area					
Average personnel staffing for the shift for a unit (Include number of RNs, LVNs, CNAs, separately)					
Number of students placed in the unit at any one time.					
Identify shifts and days available for placement of students in the program					

**Provide the following information on all other schools utilizing your facility:** **Attach additional sheets if needed.**

Schools	Category of students (RN, LVN, CNA, etc.)	Number of students	Days & Hours	Semesters (Fall, Spr.)	Units used

☐ This agency does not have spaces to offer clinical spaces to the new program.

☐ This agency intends to offer clinical placement(s) to this new program.

Agency Representative completing this form	Date

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## PREPARING THE SELF-STUDY REPORT FOR INITIAL APPROVAL OF PRE-LICENSURE NURSING PROGRAM

This form contains instructions for preparation of the Self-Study Report for Approval of initial prelicensure nursing program. This Self-Study Report serves as the cornerstone of the approval visit. The following items are to be included in the Self-Study Report:

- 1) NURSING PROGRAM APPROVAL APPLICATION AND COVER DATA SHEET (EDP-P-09);
  - 2) TOTAL CURRICULUM PLAN (EDP-P-05);
  - 3) REQUIRED CURRICULUM: CONTENT REQUIRED FOR LICENSURE (EDP-P-06);
  - 4) FACULTY LIST (EDP-P-16);
  - 5) Response to Compliance with BRN Rules & Regulations
  - 6) NURSING CURRICULUM AND CLINICAL FACILITIES (EDP-P-11)
  - 7) Conclusion
- Item 1 serves as a coversheet and, as such, should be the first thing in the Self-Study Report.
  - Items 2 and 3 pertain to the proposed curriculum plan and may be interspersed throughout the report as deemed appropriate.
  - Item 5, the narrative, is to be succinct and presented in a format that:
    - 1) Is paginated, indexed for easy reference, and bound in a loose leaf binder; and
    - 2) Is prepared with regulation cited, followed by narrative explanation.
    - 3) The entire self-study should be no more than 200 pages.
    - 4) Is not formatted in columns.

The narrative section referring to compliance with BRN Rules & Regulations should:

- state the criteria (regulation);
- describe how the criteria are being met with appendices and/or charts where appropriate;
- demonstrate the inter-relationship of B&P Section 2725 (scope of practice) and CCR Section 1426 (Required Curriculum) to the curriculum content; and
- demonstrate the inter-relationship of the
  - Philosophy,
  - Terminal objectives (program objectives, outcomes),
  - Conceptual framework or statement of unifying theme and theory of learning,
  - Level objectives,
  - Course description,
  - Course objectives - theory and clinical, and

- Content.

CRITERIA AND GUIDELINES FOR SELF-STUDY (EDP-R-03) serves as a guide in writing this portion of the narrative.

The narrative section referring to **CONCLUSION** should be a statement of:

- 1) The areas of strength;
- 2) The areas that need improvement in the program;
- 3) Plans to address the areas needing improvement; and
- 4) Plans for the program in the next 8 years.

This section should be no more than 20 pages.

**CRITERIA & GUIDELINES FOR SELF-STUDY**Ruth Terry, MPH, RN  
Executive Officer  
(916) 322-3350

To become approved and to continue to be approved, a school shall, in addition to meeting the criteria stated in this document, comply with all sections of Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code. A material misrepresentation of fact by a nursing program in any information required to be submitted to the Board is grounds for denial or revocation of the program's accreditation (i.e., approval) [Section 1421(d)].

<b>APPROVAL CRITERIA</b>	<b>INDICATORS</b>	<b>EVIDENCE</b>
<b>I. ADMINISTRATION</b>		<b>Including, but not limited to:</b>
SECTION 1424(a) There shall be a written statement of philosophy and objectives which serve as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines	<ul style="list-style-type: none"> <li>• The philosophy and the objectives of a nursing program must be consistent and serve as the basis of the curriculum structure.</li> <li>• Philosophical statement is readily available in writing to students, applicants and the public.</li> <li>• Course objectives are written in clear, behavioral terms and are included in all course syllabi.</li> <li>• Program philosophy is included in Self-Study.</li> </ul>	<p>A. Students report consistent implementation of program philosophy in their experiences in the program.</p> <p>B. Philosophy includes faculty's beliefs about:</p> <ol style="list-style-type: none"> <li>1. Persons (humanity)</li> <li>2. Art and science of nursing.</li> <li>3. Nursing education, including the following individual differences among students,               <ol style="list-style-type: none"> <li>a. Cultural milieu,</li> <li>b. Ethnic background,</li> <li>c. Learning styles, and</li> <li>d. Support systems.</li> </ol> </li> </ol> <p>C. Program objectives reflect philosophy.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	<ul style="list-style-type: none"> <li>• All policies and procedures by which the nursing program is administered shall reflect its philosophy and objectives.</li> <li>• Documents where information is available to students are included in the Self-Study.</li> <li>• Include a copy of Nursing Student Handbook with each Self-Study.</li> </ul>	<p>A. Written policies and procedures are available to student on the following activities:</p> <ol style="list-style-type: none"> <li>1. Admissions</li> <li>2. Promotion</li> <li>3. Retention</li> <li>4. Graduation</li> <li>5. Dismissal</li> <li>6. Grievance policies</li> <li>7. Challenge policies</li> </ol> <p>B. Students state they are aware of policies and procedures of the program and that they are universally applied.</p>
SECTION 1424(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedure, attrition and retention of students, and performance of graduates in meeting community needs.	<ul style="list-style-type: none"> <li>• The evaluation process assesses the effectiveness of the total educational program, including the effectiveness of the evaluation plan as a quality improvement tool.</li> <li>• The faculty as a whole analyzes data collected and makes appropriate changes based on that input and the continuing evolution of nursing/health care theory and practice.</li> <li>• Faculty utilizes a system to track problems and responses over time.</li> </ul>	<p>A. Written reports of the results of the total program evaluation, including:</p> <ol style="list-style-type: none"> <li>1. Attrition rates and patterns,</li> <li>2. Surveys, e.g., students, graduates, employers,</li> <li>2. NCLEX pass rates for past five years, and</li> <li>3. Any student issues or complaints.</li> </ol> <p>B. The above reports include:</p> <ol style="list-style-type: none"> <li>1. Patterns and trends,</li> <li>2. Faculty analysis,</li> <li>3. Outcome of analysis (change, resolution).</li> </ol>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1424(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	<ul style="list-style-type: none"> <li>• There is an organizational plan that shows lines of authority and channels of communication between the program, the institution and all clinical agencies.</li> <li>• Director has responsibility and authority to supervise and evaluate all program faculty and staff.</li> <li>• All lead faculty are approved as an Instructor and an Instructor, Assistant Director or the Director supervises all Assistant Instructors and Clinical Teaching Assistants.</li> </ul>	<p>A. Nursing Department organizational chart to include clinical agencies and relation to administration.</p> <p>B. Administrators, faculty and students verify authority and communication lines as indicated on organizational chart.</p> <p>C. Summary of minutes reflecting identified relationships and communications:</p> <ol style="list-style-type: none"> <li>1. faculty meetings</li> <li>2. interdepartmental meetings</li> <li>3. interagency meetings</li> </ol>
SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.	<ul style="list-style-type: none"> <li>• There are adequate resources to assist the students to achieve the program objectives.</li> <li>• Faculty have identified and sought to mitigate any limitations in resources or any barriers students' experience in accessing resources.</li> </ul>	<p>A. Written summary evaluation of resources, to include:</p> <ol style="list-style-type: none"> <li>1. Faculty</li> <li>2. Library</li> <li>3. Staff services</li> <li>4. Support services</li> <li>5. Learning/skills laboratory</li> <li>6. Laboratory resources</li> <li>7. Physical space</li> <li>8. Equipment</li> <li>9. Hardware/software</li> </ol> <p>B. Students and faculty verify adequacy of resources.</p> <p>C. Written reports demonstrate faculty is tracking any resource or access problems.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
<p>SECTION 1424(e) A sufficient period of time shall be set aside, by the institution, exclusively for the use of the director or his or her designee in administration of the program.</p>	<ul style="list-style-type: none"> <li>• Director will have sufficient time to perform the functions of the Director that includes the responsibility and authority to:               <ol style="list-style-type: none"> <li>1. Develop and implement the program budget,</li> <li>2. Plan, manage and evaluate all aspects of the program including, but not limited to:                   <ol style="list-style-type: none"> <li>a. Faculty and staff,</li> <li>b. Curriculum development and implementation,</li> <li>c. Ensure program compliance with Board rules and regulations, and</li> <li>d. Act as a student advocate.</li> </ol> </li> </ol> </li> <li>• The amount of time set aside, by the institution, for the exclusive use of the Director to administer the RN program is specified.</li> </ul> <p><b>Note: Refer to and implement CCR 1420 definitions for “Administration” and “Director”.</b></p>	<p>A. Job description for:</p> <ol style="list-style-type: none"> <li>1. Director</li> <li>2. Assistant director</li> </ol> <p>B. Semester/quarter schedule for:</p> <ol style="list-style-type: none"> <li>1. Director</li> <li>2. Assistant director</li> </ol>
<p>SECTION 1424(f) The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director's duties in that person's absence.</p>	<ul style="list-style-type: none"> <li>• There will be at least one Assistant Director, with a defined duty statement, who meets the qualifications for an Instructor as stated in Section 1425(c).</li> <li>• The amount of time set aside for the Assistant Director is specified.</li> </ul>	<p>A. Credentials of Assistant Director:</p> <ol style="list-style-type: none"> <li>1. Assistant Director Approval form</li> <li>2. Job descriptions of Assistant Director that defines administrative functions performed.</li> </ol> <p>B. Nursing Department organizational chart reflecting Assistant Director's role.</p>

APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1424(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	<ul style="list-style-type: none"> <li>Faculty minutes shall track/reflect all faculty's:               <ol style="list-style-type: none"> <li>Input into program policy development,</li> <li>Responsibility for program implementation and outcomes, and</li> <li>Evaluation of all aspects of program.</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>A summary report of minutes demonstrating faculty's tracking of their:               <ol style="list-style-type: none"> <li>Development of policies and procedures</li> <li>Planning, organization, implementing and evaluating all aspects of the program.</li> </ol> </li> <li>Organizational chart reflecting the manner by which the faculty functions</li> <li>Faculty handbook</li> <li>Validation from students, faculty and director.</li> </ol>
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the Board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	<ul style="list-style-type: none"> <li>List of faculty in BRN and program files will be congruent. (NEC will send program BRN list for updating and reconciliation prior to visit.)</li> <li>Information shall be available on each faculty's current education and experience in teaching theory and clinical.</li> <li>Faculty numbers will be sufficient to safely implement the curriculum.</li> <li>One content expert for each of the five clinical areas (M/S, O, C, P, and G) with each expert's qualifying credentials shall be listed in the Self-Study.</li> <li>How content expert role is accomplished in program is described in the Self-Study.</li> </ul> <p><b>Note: Refer to and implement CCR 1420 (c) for definition of "clinically competent."</b></p>	<ol style="list-style-type: none"> <li>Faculty profiles that include the last five years of activities related to their teaching assignment(s) and their approved clinical area(s). CE hours &amp;/or clinical work experiences sufficient to demonstrate faculty expertise and continued clinical competency.</li> <li>Identify education and clinical experience that qualifies each content expert for that role. (Initial requirements: MS degree or 30-hours continuing education and 240-hrs clinical practice within last five years.)</li> <li>List class schedule and faculty assignments and include in Self-Study.</li> <li>Initial Faculty Appointment forms (EDP-P-02)* and, if applicable, Faculty Reclassification forms (EDP-P-04)*</li> <li>Compliance with policy on content experts.</li> </ol> <p><b>* Use latest version of all Board Forms.</b></p>



APPROVAL CRITERIA	INDICATORS	EVIDENCE
SECTION 1424(i) When non-faculty individuals participate in the instruction and supervision of students obtaining clinical experience, their responsibilities shall be described in writing and kept on file by the nursing program.	<ul style="list-style-type: none"> <li>Non-faculty individuals shall have expertise in the area in which they are responsible for the clinical supervision of students.</li> </ul> <p>(Note: This refers to a formal precept experience and not to the incidental supervision of students throughout the curriculum. See CCR 1420 (k) for definition on non-faculty.</p>	<p>A. Identification of all non-faculty individuals who do clinical supervision and instruction, plus:</p> <ol style="list-style-type: none"> <li>Job description of responsibilities.</li> <li>Brief vitae documenting qualifications in area of expertise.</li> <li>Orientation plan.</li> </ol> <p>B. Evaluation report on precept experience.</p>
SECTION 1424(j) The assistant director shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	<ul style="list-style-type: none"> <li>Describe the hierarchy of the faculty in relation to implementing the curriculum.</li> </ul>	<p>A. List relationships from Director through all faculty and non-faculty members and responsibility for curriculum.</p> <p>B. Supervision consistent with program organizational chart.</p>
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> <li>acuity of patient needs;</li> <li>objectives of the learning experience;</li> <li>class level of the students;</li> <li>geographical placement of students;</li> <li>teaching methods; and</li> <li>Requirements established by the clinical agency.</li> </ol>	<ul style="list-style-type: none"> <li>Plan to show rationale for student/teacher ratio based on criteria, Section 1424(k).</li> <li>Faculty evaluate initial and ongoing clinical placement of students.</li> </ul>	<p>A. Written process for determining student/teacher ratio in all clinical sites.</p> <p>B. Minutes of meetings between faculty and clinical agency personnel.</p> <p>C. A written summary report on student evaluations of clinical settings.</p> <p>D. Students report clinical settings are adequate for them to meet course objectives.</p>

II. FACULTY QUALIFICATIONS & CHANGES		Including, but not limited to:
SECTION 1425 A program shall report to the Board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the Board. Faculty members shall possess the following qualifications:	<ul style="list-style-type: none"> <li>Director, Assistant Director and all faculty must have on file in the program and with the Board an approval form, signed by Board staff, approving all administrative or teaching functions performed in the program.</li> </ul>	Faculty, Assistant Director, and Director forms on file with Board are consistent with assignments and positions held in the program.
SECTION 1425(a) A nurse faculty member appointed on or after the effective date of these regulations shall hold a valid, active license issued by the Board.	<ul style="list-style-type: none"> <li>All nurse faculty members and administrators will have a current, clear active RN license at all times</li> </ul>	List all faculty and administrators of the program showing current, active California RN licensure.
SECTION 1425(b) The registered nurse director of the program shall have: <ol style="list-style-type: none"> <li>(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;</li> <li>(2) A minimum of one year's experience in an administrative position;</li> <li>(3) A minimum of two year's experience teaching in pre or post-licensure nursing programs;</li> <li>(4) At least one year's experience as a registered nurse providing direct patient care; or</li> <li>(5) Equivalent experience and/or education as determined by Board.</li> </ol>	<ul style="list-style-type: none"> <li>RN Director shall meet all requirements of 1425(b).</li> </ul>	A. Narrative showing how position is filled: <ol style="list-style-type: none"> <li>1. Appointed or elected (process),</li> <li>2. Term of office, and</li> <li>3. Amount of time for administrative functions.</li> </ol> B. Duty statement that includes functions listed under Indicators for Section 1424(e). C. Copy of approved Director Approval Form.  Note: It is the program's responsibility to demonstrate that a non-nursing degree and/or non-academic administrative experience meets the requirements of 1425(b).

<p>SECTION 1425(c) The registered nurse assistant director shall meet the education requirements set forth in subsection (b)(1) above and the experience requirements set forth in subsections (b)(3) and (b)(4) above or such experience as the Board determines to be equivalent.</p>	<ul style="list-style-type: none"> <li>The registered nurse Assistant Director shall meet minimum requirements of Section 1425(c).</li> </ul>	<p>A. Narrative showing how position is filled:</p> <ol style="list-style-type: none"> <li>1. Appointed or elected (process),</li> <li>2. Term of office, and</li> <li>3. Amount of time for administrative functions.</li> </ol> <p>B. Duty statement that includes administrative functions assigned or shared.</p> <p>C. Copy of approved Director or Assistant Director Approval Form.</p>
<p>SECTION 1425(d) An instructor shall meet the following requirements:</p> <p>(1) Those set forth in subsections (b)(1) and (b)(4) above; and</p> <p>(2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.</p>	<ul style="list-style-type: none"> <li>Instructors in the nursing programs shall meet minimum requirements of Section 1425(d).</li> </ul> <p>Note: See below in Indicators for 1425(e) for note on competency requirements in a specific clinical area.</p>	<p>A. Initial Faculty Approval form (EDP-P-02) and if applicable Faculty Reclassification/Resignation form (EDP-P-04).</p> <p>B. Description of clinical experience in approved content area within last five years.</p> <p>Note: EDP-P-04 was combined with EDP-P-02 in 2001 to create one faculty approval form EDP-P-02R. <b>Use this new form for all new approvals and reclassifications.</b></p>
<p>SECTION 1425(e) An assistant instructor shall have:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) At least one year's continuous, full time experience in direct patient care practice as a registered nurse.</p>	<ul style="list-style-type: none"> <li>An Assistant Instructor shall meet minimum requirements of Section 1425(e).</li> <li>Include all Assistant Instructor information as noted above.</li> </ul> <p>Note: Minimum experience is one year, full-time providing direct patient care as an RN. Competency requirement in a specific clinical area is defined as RN clinical experience in the content area within last 5 years. Teaching in an RN pre/post-licensure nursing program for a minimum of one academic year in last 5 years is also acceptable</p>	<p>A. Initial Faculty Approval form (EDP-P-02) and, if applicable, Faculty Reclassification/Resignation form (EDP-P-04).</p> <p>B. Description of clinical experience in approved content area within last five years.</p> <p>Note: EDP-P-04 was combined with EDP-P-02 in 2001 to create one faculty approval form EDP-P-02R. <b>Use this new form for all new approvals and reclassifications.</b></p>

SECTION 1425(f) A clinical teaching assistant shall have had at least one year's experience, within the previous five years, as a registered nurse providing direct patient care.	<ul style="list-style-type: none"> <li>The clinical teaching assistant shall meet the minimum requirements for Section 1425(f).</li> </ul>	Initial Faculty Approval form (EDP-P-02R) and, if applicable, Faculty Reclassification/Resignation form (EDP-P-04). <b>Note: Use this new form for all new approvals and reclassifications.</b>
<b>III. FACULTY RESPONSIBILITIES</b>		<b>Including, but not limited to:</b>
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	<ul style="list-style-type: none"> <li>There shall be a record showing all activities and responsibilities of each faculty member.</li> <li>The Board considers each faculty member responsible for the consistent implementation of the program philosophy, objectives, policies and curriculum.</li> <li>The Board considers part time faculty share the same responsibility as full time faculty.</li> </ul>	A. Schedule of faculty/student rotations. B. Faculty job description C. Program's full-time/part-time policy. D. Students report consistent implementation of philosophy and framework across the curriculum.
SECTION 1425.1 (b) The registered nurse faculty members shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.	<ul style="list-style-type: none"> <li>Registered nurse faculty members are responsible exclusively for clinical supervision of students in the registered nursing program.</li> <li>List names of any faculty with a dual appointment between the institution and service and how position is funded.</li> </ul>	A. Schedule of faculty/student rotations. B. Clinical agency contracts reflect faculty responsibility for student supervision.

IV. REQUIRED CURRICULUM; PRIOR APPROVAL		Including, but not limited to:
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section. A program's curriculum shall not be implemented or revised until it has been approved by the Board.	<ul style="list-style-type: none"> <li>The Board of Registered Nursing shall approve the current curriculum of a nursing program prior to its implementation.</li> </ul> <p>Note: EDP-P-07 was combined with EDP-P-06 to create EDP-P-06 Rev in 2001. Use the revised curriculum forms for all, new curriculum changes</p>	<p>A. Program curriculum forms are <u>signed</u> and consistent with Board files.</p> <ol style="list-style-type: none"> <li>Total Curriculum Plan form (EDP-P-05).</li> <li>Course of Instruction form (EDP-P-06R).</li> </ol> <p>B. Hours &amp; units implemented are consistent with Program and Board files.</p>
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by faculty, and shall be designed so that a nurse who completes the program will have the knowledge and skills necessary to function in accordance with the minimum standards for competency set forth in Section 1443.5.	<ul style="list-style-type: none"> <li>Curriculum shall have a unifying theme that includes the nursing process and is a plan that provides the necessary knowledge and skills for the student to function and meet minimum standards of competence (CCR 1443.5).</li> <li>Narrative and/or a diagram showing how curriculum model includes nursing process and embodies program philosophy.</li> <li>Each faculty implements curriculum according to agreed upon philosophy, objectives and theoretical framework.</li> </ul>	<p>A. Consistency of curriculum will be reflected in:</p> <ol style="list-style-type: none"> <li>Course syllabi,</li> <li>Student and faculty evaluations, and</li> <li>Pattern of attrition across the curriculum.</li> </ol> <p>B. Relevance of curriculum to current practice standards (CCR 1443.5) is demonstrated by:</p> <ol style="list-style-type: none"> <li>NCLEX pass rates and trends,</li> <li>Written summary of graduate survey evaluations, and</li> <li>Written summary of employer survey evaluations.</li> </ol>
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number of units in the specified course areas:	<ul style="list-style-type: none"> <li>The curriculum shall reflect the minimum requirements as stated in Section 1426(c).</li> <li>Curriculum forms signed and dated by Board staff on file match program files.</li> </ul>	<p>A. Total Curriculum Plan for (EDP-P-05).</p> <p>B. Required Curriculum/Content Required for Licensure (EDP-P-06R)</p> <p>C. Approved units and hours consistent:</p>
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice	<ul style="list-style-type: none"> <li>Course syllabi reflect units and hours documented on curriculum forms.</li> </ul>	<ol style="list-style-type: none"> <li>Board forms,</li> <li>College catalog,</li> <li>Course syllabi,</li> <li>Class schedule,</li> <li>Nursing Student Handbook,</li> <li>Verification from students and faculty.</li> </ol>

(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of verbal, written and group communication.	<ul style="list-style-type: none"> <li>• College courses that emphasize interpersonal communication skills, verbal, written, group.</li> <li>• Separate communication courses and may also be included in nursing courses, identify where met.</li> </ul>	Note: EDP-P-07 was combined with EDP-P-06 in 2001 to create EDP-P-06R. <b>Use this new forms for all future curriculum changes</b>
(3) Related natural, behavioral, and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	<ul style="list-style-type: none"> <li>• A minimum of 16/24 units of sciences required, e.g., anatomy, physiology, microbiology, psychology, sociology, or cultural anthropology.</li> <li>• Other science units may be included or be apart of other degree requirements.</li> </ul>	Appropriate Board forms and program sources confirm compliance. *  <b>* Use latest version of all Board Forms.</b>
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: medical/ surgical, maternal/child, mental health, psychiatric nursing, and geriatrics. Instruction will be given in, but not limited to, the following: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.	<ul style="list-style-type: none"> <li>• All nursing courses shall have concurrent theory and clinical practice.</li> <li>• Clinical practice sufficient to meet course objectives and standards of competent performance (CCR 1443.5) is expected for each of five clinical areas of nursing practice.</li> </ul>	A. Schedule of classes. B. Schedule of clinical rotations. C. Identification of content areas that are integrated (e.g., geriatrics, nutrition, and pharmacology, etc.).

<p>SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum:</p> <ol style="list-style-type: none"> <li>(1) nursing process;</li> <li>(2) basic intervention skills in preventive, remedial, supportive and rehabilitative nursing;</li> <li>(3) physical, behavioral and social aspects of human development from birth through all age levels;</li> <li>(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;</li> <li>(5) communication skills including principles of verbal, written and group communications;</li> <li>(6) natural sciences including human anatomy, physiology and microbiology; and</li> <li>(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and</li> <li>(8) behavior relevant to health-illness.</li> </ol>	<ul style="list-style-type: none"> <li>• The curriculum shall reflect all subsections of Section 1426(e).</li> <li>• Include in Self Study the approved (<u>signed by NEC</u>) curriculum forms:             <ol style="list-style-type: none"> <li>1. Total Curriculum Plan (EDP-P-05 or EDP-P-05A)</li> <li>2. Required Curriculum/Content Required for Licensure (EDP-P-06 or EDP-P-06 Rev 09/01)</li> <li>3. Course of Instruction (EDP-P-07 if not using EDP-P-06 Rev)</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>A. Course syllabi will contain appropriate:             <ol style="list-style-type: none"> <li>1. Course objectives,</li> <li>2. Curriculum content, and</li> <li>3. Clinical experiences, including nursing skills and clinical conference.</li> </ol> </li> <li>B. Communication skills and related sciences provided by:             <ol style="list-style-type: none"> <li>1. Support courses provided on campus and/or accepted as transfer credit</li> <li>2. Integration into nursing courses</li> </ol> </li> <li>C. Narrative summary evaluating relevance and effectiveness of above content.</li> </ol>
<p>SECTION 1426(f) The course of instruction shall be presented in semester or quarter units under the following formula:</p> <ol style="list-style-type: none"> <li>1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</li> <li>2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit.</li> </ol>	<ul style="list-style-type: none"> <li>• Nursing program must utilize semester or quarter units as designated by college policy.</li> <li>• Total hours for theory is based on the number of weeks times one hour/week/unit.</li> <li>• Total hours for clinical is based on the number of weeks times 3 hrs/week/unit.</li> <li>• Indicate if using a compressed calendar. Note: Courses may be compressed as long as total number of hours/unit equals the total for the base number of weeks in the semester or quarter.</li> </ul>	<ol style="list-style-type: none"> <li>A. Hours per unit accurately reflected in:             <ol style="list-style-type: none"> <li>1. Total Curriculum Plan Form (EDP-P-05 or EDP-P-05A) Form 05A will calculate total hours if opened in Excel.</li> <li>2. College/university catalogue</li> <li>3. Course outlines/syllabi</li> <li>4. Student handbook</li> <li>5. Credit granted</li> </ol> </li> </ol>

<b>V. CLINICAL FACILITIES</b>		<b>Including, but not limited to:</b>
<p>Section 1427(a) A nursing program shall not utilize agencies and/or community facilities for clinical experience without prior approval by the Board. Each program must submit evidence that it has complied with the requirements of subdivisions (b) and (c) of this section and the policies outlined by the Board.</p>	<ul style="list-style-type: none"> <li>• List of clinical facilities in BRN and program files will be congruent. (NEC will send program BRN list for updating and reconciliation prior to visit.)</li> <li>• Program copies of Clinical Site Approval forms (EDP-P-08) shall be consistent with Board files.</li> <li>• Verification that selected clinical sites meets requirements of subdivision (b) (c) below.</li> </ul>	<p>A. The following documents verify compliance:</p> <ol style="list-style-type: none"> <li>1. Clinical Site Approval form (EDP-P-08),*</li> <li>2. Curriculum/Faculty form (EDP-P-11)</li> <li>3. Clinical contracts,</li> <li>4. Minutes of interagency meetings, and</li> <li>5. Written evaluation/verification of clinical sites. (May use Verification Form EDP-P-14.)</li> </ol> <p><b>* Use latest version of all Board Forms.</b></p>
<p>Section 1427(b) A program which utilizes agencies and/or community facilities for clinical experience shall maintain written objectives for student learning in such facilities stated in measurable performance terms, and shall assign students only to facilities which can provide the experience necessary to meet those objectives.</p>	<ul style="list-style-type: none"> <li>• Clinical agencies shall be utilized only when they can provide the experiences necessary to meet course objectives.</li> <li>• Written objectives shall be posted and available on each unit or area when students are present.</li> </ul>	<p>A. The following demonstrates compliance:</p> <ol style="list-style-type: none"> <li>1. Consultants are readily able to obtain current written objectives at each site visited.</li> <li>2. Students report ability to meet clinical objectives and that faculty and RN staff support the students' learning.</li> <li>3. Written report that summarizes student and faculty evaluations of clinical sites and changes made when indicated.</li> </ol>



<p>SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:</p> <ol style="list-style-type: none"> <li>(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;</li> <li>(2) Provisions for orientation of faculty and students;</li> <li>(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;</li> <li>(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to the patients.</li> <li>(5) Provisions for continuing communication between the facility and the program; and</li> <li>(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.</li> </ol>	<ul style="list-style-type: none"> <li>• Clinical contracts shall meet the requirements stated in Section 1427(c) (1)-(6). (Include in the Self Study as a sample of contract form(s) used.)</li> <li>• A process that faculty use for discussing the program's philosophy, curricular framework and specific course objectives with clinical agencies. (Include in Self Study.)</li> <li>• A statement of adequate staffing must be included in the contract with the clinical agency.</li> <li>• Job responsibilities of the faculty should be delineated in the agency contracts.</li> <li>• How orientation of faculty occurs and who is responsible to orient students.</li> </ul>	<ol style="list-style-type: none"> <li>A. All clinical agencies used by program will have a signed, current contract that includes all the requirements of 1427(c) (1) – (6).</li> <li>B. Written summary of interagency meetings including resolution of any problems.</li> <li>C. Written plan for the following if not detailed in contract:             <ol style="list-style-type: none"> <li>1. Communication between agency and college or university.</li> <li>2. Orientation of faculty and students.</li> <li>3. Preceptor Program if applicable.</li> <li>4. Work-Study Program if applicable.</li> </ol> </li> </ol>
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VI. STUDENT PARTICIPATION		Including, but not limited to:
<p>Section 1428(a) Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ul style="list-style-type: none"> <li>(1) Philosophy and objectives;</li> <li>(2) Clinical facilities;</li> <li>(3) Learning experiences; and</li> <li>(4) Curriculum, instruction and evaluation of the various aspects of the program.</li> </ul>	<ul style="list-style-type: none"> <li>• There is active student participation formally or informally with the faculty in the identification of policies and procedures relating to the students in the nursing program.</li> <li>• Avenues for student input listed in Self Study, such as:               <ul style="list-style-type: none"> <li>1. Committee membership(s) and whether students have voting privileges,</li> <li>2. Student representatives by name and level,</li> <li>3. Method used to collect written student course evaluations, and</li> <li>4. Utilization of student nurses organization if applicable.</li> <li>5. Any other avenues open to students to have input into program activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Written report tracking student issues and complaints and program responses. (Identify location of verifying documentation.)</li> <li>B. Verification from students and faculty concerning student participation.</li> <li>C. Faculty analysis of student evaluations of courses, faculty, clinical sites and program, including changes made as appropriate.</li> <li>D. Job description for student representatives, how selected and process for student to student communication.</li> </ul>
<p>SECTION 1428(b) The program shall have a procedure for resolving student grievances.</p>	<ul style="list-style-type: none"> <li>• The written procedure for resolution of student grievance should be consistent with the educational institution.</li> <li>• Identify location of written grievance policy in Self Study.</li> </ul>	<ul style="list-style-type: none"> <li>A. Written nursing program grievance process printed in at least one official document.</li> <li>B. Grievance process is readily available to students, is objective and is universally applied.</li> </ul>
<p>SECTION 1428(c) Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.</p>	<ul style="list-style-type: none"> <li>• There is a formal plan for evaluation of students' achievements that is based upon clinical objectives that are measurable and related to course outcome objectives.</li> <li>• The student evaluation plan is consistently implemented across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>A. Clinical evaluation tools related to clinical/course objectives that are stated in measurable terms.</li> <li>B. Documentation of student conferences.</li> <li>C. Students report consistent implementation of evaluation plan based on clearly stated objectives.</li> </ul>

**VII. LICENSED VOCATIONAL NURSES**

<p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the Board, including a transcript, of successful completion of the requirements set forth in sub-section (c) and of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	<p>Note: This section refers to the California Licensed Vocational Nurse applying for licensure in California as a Registered Nurse through the 30 unit/45 unit Option. The process for program applicants who are applying for advanced placement due to prior education and experience should be addressed under Transfer and Challenge Section 2786.6.</p>	<p><b>Including, but not limited to:</b> Transcripts will reflect eligibility to sit for the licensure examination in California.</p>
<p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicant's academic deficiencies, irrespective of the time such courses were taken.</p>	<ul style="list-style-type: none"> <li>• Counseling is provided to all LVN applicants to the program and shall include the following:               <ol style="list-style-type: none"> <li>1. Minimum requirements for licensure shall be explained objectively to each applicant.</li> <li>2. Previous courses shall be analyzed on an individual basis.</li> <li>3. No recency requirements shall be applied to prerequisite courses for this option.</li> </ol> </li> <li>• There is at least one officially published document describing this option.</li> </ul>	<ul style="list-style-type: none"> <li>A. The official school document that indicates all options available to LVNs interested in RN licensure and that each applicant will be individually evaluated.</li> <li>B. Program Director, college/university counselors and students verify option is made available and that counseling is offered.</li> <li>C. Written narrative of program's experience with 30 (45) unit Option students including:               <ol style="list-style-type: none"> <li>1. Number of graduates,</li> <li>2. Evaluation of attrition rates, and</li> <li>3. NCLEX pass rates.</li> </ol> </li> </ul>

<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not count toward fulfillment of the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in Section 1426, may be counted toward fulfillment of the additional education requirement.</p>	<ul style="list-style-type: none"> <li>Curriculum requirements for 30/45 unit Option included in Self Study is consistent with Board approved curriculum requirements for this option. (EDP-P-06 or EDP-P-06 Rev. The revision of 2001 is the preferred form.)</li> <li>The program will specify no more that 30 semester or 45 quarter units for completion of minimum requirements for a California LVN to be eligible for the NCLEX-RN.</li> <li>Course work will be beyond the licensed vocational nursing level.</li> </ul>	<p>A. Transcripts shall reflect designated courses required by Section 1429(c).</p> <p>B. Course syllabi for this option reflect the minimum units/hours as listed on approved curriculum form.</p> <p>C. Implementation of this option verified by students and faculty.</p>
<p>Nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing, and geriatric nursing. The nursing content shall include the basic standards for competent performance prescribed in Section 1443.5 of these regulations.</p>	<p>Note: Students who complete this option will take NCLEX-RN as a non-graduate. This status will not change even if student goes on to obtain a degree. There is no restriction to practice within California. The student may have difficulty in transferring to another state or territory. The student may also have difficulty applying to a college/university for an advanced degree.</p>	
<p><b>VIII. TRANSFER AND CHALLENGE</b></p>		<p><b>Including, but not limited to:</b></p>
<p>SECTION 2786.6 The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing which:</p>	<ul style="list-style-type: none"> <li>Process for providing advanced placement for students will be described in Self Study and includes:               <ol style="list-style-type: none"> <li>Challenge examination for theory and clinical practice, if required,</li> <li>Type and percent of students entered into advanced placement, and</li> <li>How eligibility for advanced placement is determined.</li> </ol> </li> </ul>	<p>Faculty evaluation of advanced placement students includes their success in the program, any special problems or issues and any changes made in the program as a result of students' input.</p>

Attachment 4

(a) Does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation; or	<ul style="list-style-type: none"> <li>• Program process to grant credit for previous education for all nursing courses and other acquired knowledge.</li> <li>• Policy for challenge and transfer is written and is available to students.</li> </ul>	<p>A. Written policy for challenge and transfer.</p> <p>B. The challenge/transfer policy is known to students.</p> <p>C. Students eligible for advanced placement were offered the opportunity to challenge and/or transfer previous education for credit</p>
(b) Is operated by a community college and discriminates against an applicant for admission to that school solely on the grounds that the applicant is seeking to fulfill the units of nursing required by Section 2736.6.	Note: The Board will accept the college or university's evaluation on granting credit as reflected in the applicant's transcript.	A. All admission policies are readily available to applicants and the policies are universally applied.

## FACULTY QUALIFICATIONS AND CHANGES -- EXPLANATION OF CCR 1425

Ruth Terry, MPH, RN  
Executive Officer  
(916) 322-3350

REGULATION CCR 1425:	EXPLANATION
(b) The registered nurse director of the program shall have:  (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	1. Master's or higher degree in nursing, education or administration.
(2) A minimum of one (1) year's experience in an position as an administrator with validated performance of administrative responsibilities consistent with section 1420(h);	1. Administrative position is defined as a director or assistant director whose responsibility and accountability includes coordinating, directing, fiscal planning, and all activities involved in developing, implementing and managing the nursing program.  2. Administrative responsibility: (a) in a professional nursing education program, which includes diploma, associate, baccalaureate and post-licensure RN programs; or (b) as a director of nursing and/or hospital in-service education program.  3. An academic year of two (2) semesters or three (3) quarters will be regarded as equivalent to one year's administrative experience.

<b>REGULATION</b> <b>CCR 1425:</b>	<b>EXPLANATION</b>
(3) A minimum of two (2) year's experience teaching in pre- or post-licensure registered nursing programs.	<ol style="list-style-type: none"> <li>1. An academic year is defined as two (2) semesters or three (3) quarters.</li> <li>2. Two (2) years teaching experience as instructor.</li> <li>3. Full-time teaching experience preferred.</li> <li>4. Pre- or post-licensure registered nursing program such as associate, baccalaureate, master's, or doctoral degree nursing programs.</li> </ol>
(4) At least one (1) year's continuous, full-time experience, or equivalent, providing direct patient care as a registered nurse.	<ol style="list-style-type: none"> <li>1. One (1) year's continuous full-time experience, or equivalent, as a registered nurse providing direct patient care.</li> </ol>
(5) Equivalent experience as determined by the Board.	
(c) The registered nurse assistant director shall meet the education requirements set forth in subsection (b) (1) above and the experience requirements set forth in subsections (b) (3) and (b) (4) above or such experience as the Board determines to be equivalent.	<ol style="list-style-type: none"> <li>1. Master's degree which includes course work in nursing, education, or administration.</li> <li>2. Two (2) years teaching experience in a pre- or post-licensure registered nursing program such as associate, baccalaureate, master's, or doctoral degree nursing programs.</li> <li>3. One (1) year's continuous experience, or equivalent, as a registered nurse providing direct patient care.</li> </ol>

REGULATION CCR 1425:	EXPLANATION
<p>(d) An instructor shall be a registered nurse and shall meet the following requirements:</p> <p>(1) Those set forth in subsections (b)(1) and at least one year's continuous, full-time experience, or equivalent, providing direct patient care as a registered nurse;</p> <p>(2) Direct patient care experience, which includes clinical teaching experience in the content/clinical area, shall be within the previous five years.</p>	<ol style="list-style-type: none"> <li>1. Master's or higher degree, which includes course work in nursing, education or administration.</li> <li>2. The equivalent of one (1) year's full-time experience as a registered nurse providing direct patient care.</li> <li>3. Clinical experiences (direct patient care and/or clinical teaching experience) within the last five (5) years must be validated for clinical competency.</li> <li>4. Clinically competent as defined in 1420(d) means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the faculty member is assigned.</li> </ol>
<p>(3) Completion of at least one (1) year's experience teaching courses related to registered nursing <b>OR</b> completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p>	<ol style="list-style-type: none"> <li>1. One (1) academic year's experience teaching nursing courses in pre- or postlicensure nursing programs, which include diploma, associate, baccalaureate, master's or doctoral degree nursing program.</li> <li>2. Course in practice teaching is defined as a course given by an accredited college or nursing school, which includes teaching strategies, course outline and lesson plan development, practice teaching and evaluation.</li> </ol>



REGULATION CCR 1425:	EXPLANATION
<p>(e) An assistant instructor shall be a registered nurse and shall have:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice.</p>	<ol style="list-style-type: none"> <li>1. Baccalaureate degree must be in nursing or related fields.</li> <li>2. May teach in classroom but may not take full responsibility for the course.</li> <li>3. Must work under the direction of the instructor who has the final responsibility for the student and the clinical area.</li> <li>4. May not serve as content expert.</li> </ol>
<p>(2) At least one (1) year's continuous, full-time experience , or equivalent, providing direct patient care as a registered nurse;</p> <p>(3) Direct patient care experience, which includes clinical teaching experience in the content/clinical area, shall be within the previous five (5) years.</p>	<ol style="list-style-type: none"> <li>1. Must demonstrate clinical competence. Clinically competent as defined in 1420(d) means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the faculty member is assigned.</li> <li>2. One (1) year's experience in the requested clinical area of nursing.</li> <li>3. Clinical experiences (direct patient care and/or clinical teaching experience) within the last five (5) years must be validated for clinical competency.</li> </ol>

<b>REGULATION</b> <b>CCR 1425:</b>	<b>EXPLANATION</b>
<p>(f) A clinical teaching assistant shall be a registered nurse and shall have had at least one (1) year's continuous, full-time experience, within the previous five (5) years, as a registered nurse providing direct patient care.</p>	<ol style="list-style-type: none"> <li>1. One (1) year's direct patient care experience in the requested clinical area of nursing within the previous five (5) years.</li> <li>2. Must demonstrate clinical competence. Clinically competent as defined in 1420(d) means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the faculty member is assigned.</li> <li>3. May not have any responsibility for classroom instruction.</li> <li>4. Must work under the direction of the instructor who has the final responsibility for the students and the clinical area.</li> <li>5. Instructor is not required to be physically present.</li> </ol>



## **FACULTY REMEDIATION GUIDELINES**

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### **PURPOSE**

The purpose of these guidelines is to assist directors in assuring faculty members who will be teaching in new content/clinical areas [i.e., not already approved by the BRN] are clinical competent in the new areas.

### **STATUTORY AUTHORITY**

California Code of Regulations Section 1420(d) contains the definition of clinically competent: "Clinically competent" means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the faculty member is assigned

### **EXPLANATION OF REGULATIONS**

"Faculty" means all nurses who teach in a nursing program approved by the board as "instructor, assistant instructor, or clinical teaching assistant" as defined in Sections 1425(d), (e), and (f). To teach in a new content/clinical area, the faculty member must be able to function at the level of a staff RN in the specified clinical area (med. Surg., obstetrics, pediatrics, mental health, or geriatrics).

**Evaluation of Competency:** Evidence of direct patient care experience in the clinical area, including clinical teaching in the designated content/clinical area, within the last five (5) years. Evidence of continuing education classes that support the requested content/clinical area(s) taken in the last five (5) years. A validated new employee skills competency form used by the agency may be submitted to demonstrate the faculty's competence.

**Plan to Gain Clinical Competency:** Includes the following:

1. Director, in consultation with the content expert and faculty member, formulates a written remediation plan that includes:
  - a) Specific measurable theory and clinical objectives sufficient to validate competency in the new content/clinical area(s);
  - b) Specific plan of activities sufficient to validate clinical competence;
2. The program director may elect to send the assigned NEC a copy of the proposed remediation plan for comment prior to implementation.
3. The faculty member meets with the agency's representative or program's content expert, or both, to implement the remediation plan.
4. Upon completion of the remediation plan, the faculty member provides written verification from the preceptor or content expert that the faculty member has demonstrated the competence level of a staff RN and met the theory and clinical objectives specified in the remediation plan.

### **SUBMIT TO BRN:**

1. Remediation plan used for the faculty;
2. Written verification of competency from preceptor or content;
3. Reclassification request using EDP-P-02 form with specified area(s) noted.

**REQUIRED CURRICULUM:  
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 03/01)

Ruth Terry, MPH, RN  
Executive Officer  
(916) 322-3350  
(626) 575-7080**Submit in DUPLICATE.**

Program Name: <b>West Coast University, Inland Empire Campus</b>	<b>For Board Use Only</b>  Approved by: _____, NEC  Date: _____  <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor Date of Implementation:   Nursing courses September-November 2009	
Academic System: x <input type="checkbox"/> Semester      2- 10 week terms= 20 week/semester	

**REQUIRED FOR LICENSURE AS STATED IN SECTION 1426**

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	<b>36</b>	<b>54</b>	46	
Theory	(18)	(27)	28	
Clinical	(18)	(27)	18	
Communication Units	6	9	9	
Science Units	16	24	27	
<b>TOTAL UNITS FOR LICENSURE</b>	<b>58</b>	<b>87</b>	82	
Other Degree Requirements: Epidemiology(3), Medical Ethics (3), Public Health (6), Issues (3), Disaster (3), Research (3), professional Nsg (3) Math (3), Statistics (3), Integration of Nursing concepts(2), Biochemistry (5), Principle of Teaching (3), Principles Leadership & Management(3)			43	
<b>TOTAL UNITS FOR GRADUATION</b>			125	

List the course number(s) and titles(s) in which content may be found for the following required content areas:

<b>REQUIRED CONTENT</b>	<b>COURSE NUMBER</b>	<b>COURSE TITLE</b>
Alcohol & chemical Dependency	100, 204, 205	NURS 100 Fundamentals of Nursing, NURS 205 Leadership Management Issues Trends NURS 204 Mental Health/Psychiatric Nursing
Personal Hygiene	100, 101L, 120, 121L, 201, 211L, 202, 212L, 203, 213L, 204, 214, 206, 216LL	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 206, 216L The Expanding Family and Community Health
Human Sexuality	100, 101L, 120, 121L, 201, 211L, 206, 216L, 203, 213L, 204, 214L, 206, 216L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing , skills lab and clinical practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 206 and 216L The Expanding Family and Community Health NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client
Client Abuse	100, 101L, 120, 121, 201, 211L, 206, 216L, 204, 214L, 205, 206, 216L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 206, 216L The Expanding Family and Community Health NURS 200 Transition to Registered Nursing, NURS 205 Leadership Management Issues Trends
Cultural Diversity	100, 101L, 120, 121L, 201, 211L, 206, 216L, 203, 213L, 204, 214L, 206, 216L	NURS 100 and 101L Fundamentals of Nursing and skills lab NURS 120 & 121L Intro to Medical Surgical Nursing and skills lab and practicum NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client NURS 206, 216L The Expanding Family and Community Health

Nutrition	100,121L,120,121L , 201, 211L, 206, 216L, 203, 213L, 204, 214L, 206, 216L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 &amp; 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older</p> <p>NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 206, 216L The Expanding Family and Community Health</p>
Pharmacology	100,101L,120, 121L 280, 201, 211L, 206, 216L, 203, 213L, 204, 214L, 206, 216L	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 &amp; 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 280 Pharmacology</p> <p>NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older</p> <p>NURS 203 and 213L Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 and 214L Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 206, 216L The Expanding Family and Community Health</p>
Legal Aspects	100,101L120,121L, 201,211L, 206, 203, 204, 205	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 120 &amp; 121L Intro to Medical Surgical Nursing and skills lab and practicum</p> <p>NURS 200 Transition to Registered Nursing, NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older</p> <p>NURS 202 Advanced Concepts in Maternal-Child Health</p> <p>NURS 203 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 206, 216L The Expanding Family and Community Health</p> <p>NURS 205 and 340 Leadership Management Issues Trends</p>
Social/Ethical Aspects	200, 201, 206, 203, 204, 205, 206	<p>NURS 100 and 101L Fundamentals of Nursing and skills lab</p> <p>NURS 200 Transition to Registered Nursing,</p> <p>NURS 201 Medical Surgical Nursing-Promoting Wellness in the Older Adult</p> <p>NURS 203 Advanced Medical Surgical Nursing-Promoting Wellness in the Critically Ill Client</p> <p>NURS 204 Mental Health/Psychiatric Nursing-Promoting Wellness in the Mentally Ill Client</p> <p>NURS 205Leadership Management Issues Trends</p> <p>NURS 206 The Expanding Family and Community Health</p>
Management/Leadership	205	NURS 205 Leadership Management Issues Trends

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	COURSE NUMBER	COURSE TITLE	UNITS
NURSING			
Medical-Surgical	100,101L,120,121 L, 201, 211L ,203, 213L,210L	NURS 100 and 101L Fundamentals of Nursing and skills lab	5
		NURS 120, 121L Introduction to Medical Surgical Nursing, skills lab and practicum	6
		NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community	(6)
		NURS 203 and 213L Advanced Medical Surgical Nursing- Promoting Wellness in the Critically Ill Client	6
			17
Obstetrical	206, 216L	NURS 206 The Expanding Family and Community Health	3
		NURS 216L The Expanding Family practicum	3
			6
Pediatric	206, 216L	NURS 206 The Expanding Family and Community Health	(3)
		NURS 216L The Expanding Family practicum	(3)
			(6 )
Psych/Mental Health	204, 214L	NURS 204 and 214L Mental Health/Psychiatric Nursing- Promoting Wellness in the Mentally Ill Client	4
			4
Geriatrics	201, 211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult and Community	6
			6
Management/Leadership	205, 221L	NURS 205 Intro to Leadership	2
		NURS 221 Integration of Nursing Practice	2
			4
		Total	37
OTHER NURSING			
	NURS 280	Pharmacology	3
	NURS 290	Physical Assessment	3
	NURS 310	Nutrition in Health & Disease	3
			9
BASIC SCIENCES			
Anatomy	ANAT 260	Human Anatomy	4
Physiology	PHYS 261	Human Physiology	4
Microbiology	MICRO 140	Microbiology	4
Pathophysiology	ANAT 270	Pathophysiology	3
Societal/Cultural Pattern	SOCY 280	Sociology	3
	HUM 470	Cultural Pluralism	3

Psychology	PSYC 260 & 290	Psyc 260 Introduction to Psychology, Psyc 290 Lifespan Psychology	3 3
		<b>Total</b>	<b>27</b>
<b>COMMUNICATION</b>			
Group	SPCH 142	Oral Communication	3
Written	ENGL 340	Written Communication II	3
Written	ENGL 140	Writing Communication I	3
<b>Total</b>			<b>9</b>
<b>TOTAL UNITS</b>			<b>82</b>

### LVN 30 UNIT OPTION

Course Number			
REQUIRED CONTENT	Course Title		Units
<b>NURSING</b>			
Advanced Medical-Surgical	200, 201, 211L ,203, 213L, 210L (optional)	NURS 200 Transition to Registered Nursing NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult NURS 203 and 213L Advanced Medical Surgical Nursing- Promoting Wellness in the Critically Ill Client NURS 210L RN Skills Lab (optional)	2 6 6 (1 optional)
Psych/Mental Health	204, 214L	NURS 204 and 214L Mental Health/Psychiatric Nursing- Promoting Wellness in the Mentally Ill Client	4
Geriatrics	201,211L	NURS 201 and 211 L Medical Surgical Nursing-Promoting Wellness in the Older Adult	(6)
Obstetrics/pediatrics	202, 207 212L (optional) 217L (optional)	Promoting Maternal Wellness in the Family and Community Promoting Pediatric Wellness in the Family and Community Promoting Maternal Wellness in the Family and Community: Practicum Promoting Pediatric Wellness in the Family and Community: Practicum	1 1 (1 optional) (1 optional)
Management/Leadership	205	NURS 205 Intro to Leadership	2
<b>BASIC SCIENCES</b>			
Physiology	PHYS 261	Human Physiology	4
Microbiology	MICRO 140	Microbiology	4
<b>TOTAL UNITS</b>			<b>30</b>
Signature Program Director/Designee: Dianne S. Moore		Date: 7/17/08	



**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE  
AGENDA ITEM SUMMARY**

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**AGENDA ITEM: 8.1**  
**DATE:** August 21, 2008

**ACTION REQUESTED:** Information Only: Volunteer Site Visitor Program for Continuing Approval Visits

**REQUESTED BY:** Carol Mackay, RN, MN  
Nursing Education Consultant

**BACKGROUND:**

The Orientation Session for the Volunteer Site Visitor Program (VSVP) is scheduled for Wednesday, October 8, 2008 from 1:00 – 3:00 PM in San Francisco. This session will follow the BRN's Nursing Program Director's Orientation.

ANAC, CACN and COADN have noticed their membership asking nursing program directors interested in attending the VSV orientation to contact the BRN. To date, 16 directors have indicated interest in participating.

Information to be included in the VSV Orientation:

Guidelines for Volunteer Site Visitors  
Guidelines for Continuing Approval Visits (8 year)  
Power Point Presentation  
List of Participants  
Approval Visit Calendar  
BRN Director's Handbook/Disc  
Travel Expense Forms

The pilot phase will occur in Fall 2008 following the Orientation Session. Two VSVs will participate in 2 regularly scheduled full continuing approval visits. Following evaluation of this process, full VSV Program implementation will occur in Spring 2009.

**NEXT STEPS:** Place on the Board Agenda

**FINANCIAL IMPLICATIONS, IF ANY:** VSV Travel to Continuing Approval Visits

**PERSON TO CONTACT:** Carol Mackay, RN, MN  
Nursing Education Consultant  
760-583-7844

**BOARD OF REGISTERED NURSING  
Education/Licensing Committee  
Agenda Item Summary**

**AGENDA ITEM: 8.2**  
**DATE: August 21, 2008**

**ACTION REQUESTED:** Information Only: NCLEX Pass Rate Update

**REQUESTED BY:** Elizabeth O. Dietz, EdD, RN, CS-NP, Chairperson  
Education/Licensing Committee

**BACKGROUND:** The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

**NCLEX RESULTS – FIRST TIME CANDIDATES**

**July 1, 2007-June 30, 2008**

<b>JURISDICTION</b>	<b>TOTAL TAKING TEST</b>	<b>PERCENT PASSED %</b>
California	9,151	85.93
United States and Territories	123,133	85.51

**CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES**

**By Quarters and Year July 1, 2007 – June 30, 2008**

<b>07/01/07-09/30/07*</b>		<b>10/01/07-12/31/07*</b>		<b>01/01/08-03/31/08*</b>		<b>04/01/08-06/30/08*</b>		<b>07/01/07-06/30/08</b>	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
3,588	84.06	682	75.37	3,031	89.21	1,850	88.05	9,151	85.93

*\*Includes (13), (9), (4) & (7) "re-entry" candidates*

4/1/07 Passing standard increased to -0.21 logits & revised NCLEX-RN Test Plan implemented.

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year, if there is substandard performance (below 70% pass rate for first time candidates), the NEC requests that the program director submit a report outlining the program's action plan to address this substandard performance. Should this substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education/Licensing Committee following the full approval visit.

**NEXT STEPS:** Continue to monitor results.

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON(S) TO CONTACT:** Katie Daugherty, MN, RN  
(916) 574-7685